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ABSTRACT

The handbook is a compilation of current instructional and legal materials for teachers and planners to use in developing citizenship programs. Sections address these topics: the citizenship/naturalization process (English waivers and exemptions, potential problems, and advantages and disadvantages of obtaining citizenship); applying for naturalization (obtaining forms, medical waivers, educational requirements, the resident alien card, color photograph specifications); citizenship program management (program planning checklist, volunteers, surveys, learner intake form, citizenship achievement form, lesson summaries, sample volunteer recruitment and student recruitment flyers); application, testing, and legal resources (Immigration and Naturalization Service (INS) offices, immigrant legal resource center, organizations promoting citizenship); teaching resources (instructional materials and activities, organizational resources, 100 typical citizenship questions, 25 naturalization questions, interview questions, relevant vocabulary, dictation sentences, sample INS written test); audiovisual and multimedia (computer-based) instructional aids; and teaching activities (puzzles, games, multiple choice practice tests on the Internet). (MSE)

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ED 419 435

Handbook for Citizenship Programs

Minnesota Literacy Council
Community Literacy Collaborative
Department of Children, Families & Learning

June 1998

FL 801233

dee Ann Wolf

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Note To Readers

As the number of legal immigrants eligible to apply for U.S. citizenship increases, new adult education programs are being planned to meet the demand for citizenship and related ESL instruction.

This Handbook for Citizenship Programs is an effort to compile current instructional and legal materials related to citizenship programming for teachers and planners involved in developing these initiatives. There are sections in the book on program management, testing procedures, preparing applications and teaching resources.

It is important here to acknowledge the efforts of the contributors to this publication. Lee Ann Wolf, Citizenship Coordinator of the Minnesota Literacy Council (MLC) compiled a vast amount of the information presented in the handbook and created many of the materials. Her position was made possible through funding from the John S. and James L. Knight Foundation, the St. Paul Foundation, the Katherine B. Anderson Fund and the F.R. Bigelow Foundation. Glenda Potter, Supervising Attorney at the Southern Minnesota Regional Legal Services, Cambodian Legal Services Project and Matt Gerdin, VISTA Volunteer at MLC provided valuable assistance in the creation of this handbook. Diane Pecoraro, Administrator of the Citizenship Promotion Program (CPP) at the Minnesota Department of Children, Families and Learning served as coordinator and editor. Printing funds were made available through the CPP Project.

We hope that staff in citizenship programs will find this handbook a useful and time-saving document as they work toward helping their students become naturalized.

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- North Metro ABE: http://www.uscitizenship.org/quiz.html

If you need assistance in developing a citizenship program, call

Minnesota Department of Children Families and Learning:

Diane Pecoraro **(612) 296-7500**

Barry Shaffer **(612) 297-7910**

or

Minnesota Literacy Council at **1-800-225-7323.**

If you need legal help, call **Southern Minnesota Regional Legal Service** (SMRLS) at **1-800-326-1588**, in the metro area call, **222-3299**, and ask for the "Citizenship Program". Questions can also be faxed to **612-222-3599** and will be responded to within two days.

If a students needs a referral to a citizenship or ESL program, call the **BASIC SKILLS HOTLINE at 1-800-222-1990.**

I. THE CITIZENSHIP PROCESS

I. The Citizenship Process

Flowchart

The Citizenship Process

English Language Waiver and Exemptions

"Red Flags"

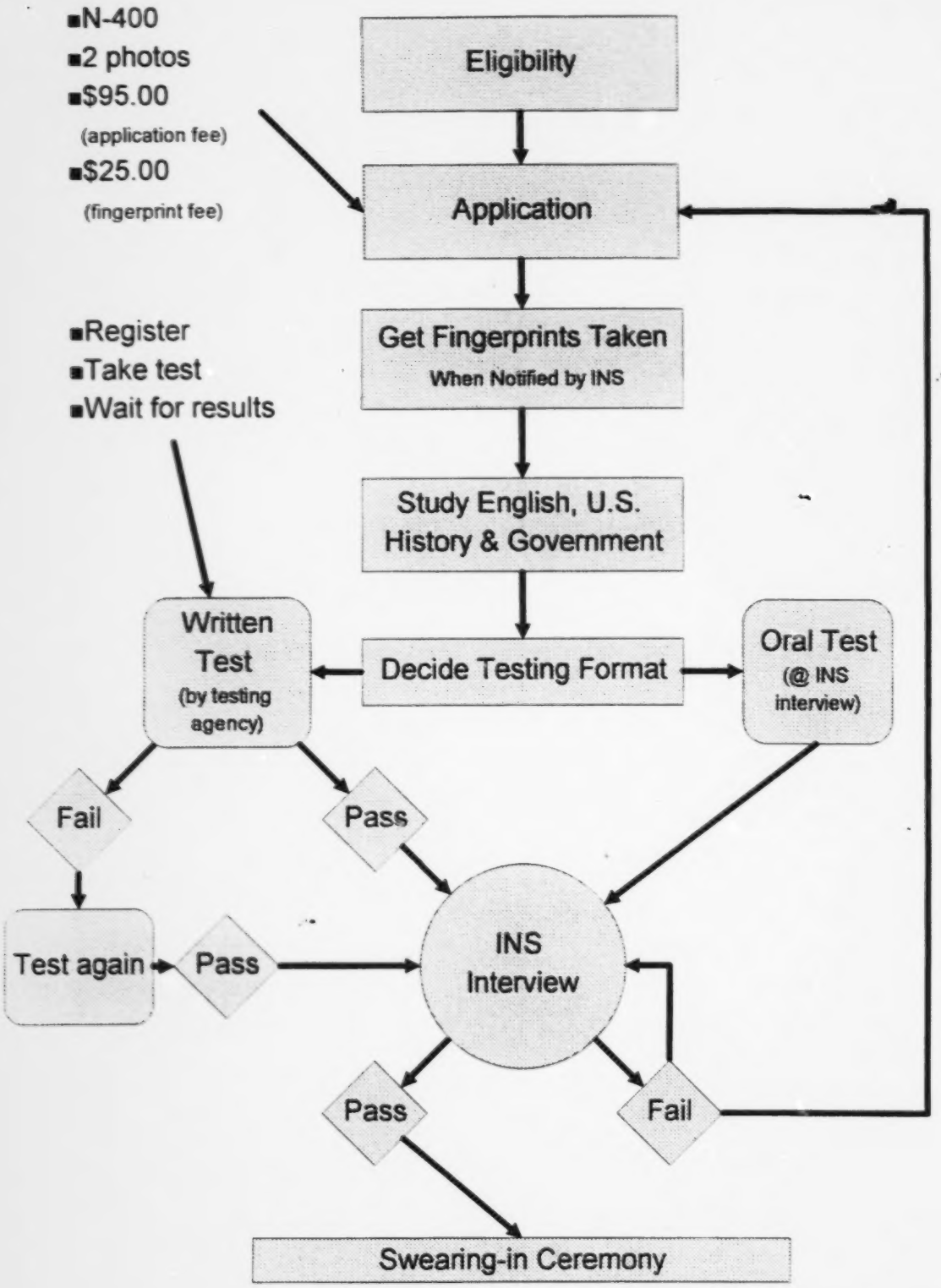
Advantages and Disadvantages of Obtaining Citizenship

The information in this section is for coordinators, teachers, volunteers, or any other interested party, to understand the process of obtaining citizenship. It can be used to train teachers or volunteers, in student recruitment campaigns and to inform students of the process.

One piece of information that all coordinators, teachers or volunteers need to be aware of if they choose to help individuals apply for naturalization, are the "red flags" that may appear on the application form. These are conditions that may exclude an applicant from being granted citizenship. If any of these "red flags" appear, the program coordinator should make inquiries to an attorney on behalf of the applicant or refer the applicant to a lawyer (see Section III. *Program Management* for application and legal resources). Failure to do so could result in the applicant being denied citizenship, the loss of permanent resident status or deportation.

If you choose not to help students fill out the form, there are processing centers in the metro area where they can go and get assistance. There are also agencies willing to go to your site (metro and greater Minnesota) and provide an application workshop (see Section III. *Program Management for application and legal resources).*

Citizenship Process



Minnesota Literacy Council / Community Literacy Collaborative
December 1997

Citizenship Process

1. **Determine eligibility**
   - Be at least 18 years old
   - Have been a lawful permanent resident of the United States for 5 years, or 3 years if married to a person who has been a U.S. citizen for at least 3 years.
     - For refugees, the date of adjustment to permanent residency is rolled back to the date of arrival in the United States, not the date permanent residency was granted (use the date on the green card).
     - People who enlisted in the U.S. Armed Forces during certain periods of military hostilities may be eligible for naturalization, even though they are not permanent residents.
   - Have been physically present in the US for at least half of required residency period (2 ½ years for most applicants; 1 ½ years for applicants married to US citizens).
   - Not have abandoned residency.
   - Plan to reside permanently in the United States.
   - Willing to swear loyalty to the U.S.
   - Have good moral character.
   - Read, write and speak basic English (unless exempt).
   - Have a knowledge of U.S. history and government (unless exempt).

2. **Submit an application** for Naturalization (Form N-400, G-325 and Personal Description Form) to INS with a $95.00 application fee, two photos and, as of February 1, 1998, a $25.00 fingerprint fee.

3. **Get fingerprints taken** when notified. INS will notify applicants of where and when to go to get fingerprints taken. As of February 1, 1998, applicants will be charged a $25.00 fingerprint fee along with the $95.00 application fee. Applicants should bring along their scheduling notification, their green card and another photo identification.

4. **Study** English and US History and Government.

5. Decide whether to take the **written or oral test** of US History and Government.

   The oral test will be given during an interview with an INS officer.

   The written test is currently given at 4 locations in MN. The applicant needs to register prior to testing to guarantee a space and pay a fee. If the applicant does not pass the written test s/he may take it one more time at no additional cost. Only passing test results are sent to INS. The test results are sent to the applicant and if a passing score is obtained, this letter should be brought to the interview.

The written test consists of 20 multiple choice questions which are answered within 30 minutes and 2 dictated sentences spoken 3 times. Twelve correct multiple choice questions and one correct sentence are needed to pass. At the time of the interview, an INS officer will determine if each applicant meets all requirements for naturalization, including demonstrating the ability to speak basic English. Although rare, if an INS officer suspects fraud or improper testing of the applicant, s/he will have the authority to retest the applicant. If not, no further History and Government questions are asked.

6. **Be interviewed** by an INS officer when scheduled for an appointment. Currently it is taking 9-10 months from the time the application is submitted to the time of the interview. The fingerprint check alone can take 6 months. The oral test of US History and Government is given if the written test was not taken.

The oral test consists of approximately 8-12 questions, of which 70% need to be correct, and 1 dictated sentence. If the dictated sentence is not correct but is close another sentence will be given. If the applicant not pass the test or interview s/he will be scheduled for another interview within 6 months. If s/he does not pass the second time, the application is denied and the applicant needs to start the process all over again.

NOTE: If an applicant is instructed to go to the International Institute to be interviewed, s/he will probable be given a written test consisting of 12 multiple choice questions and 3 dictation sentences, of which 7 and 1 need to be correct. *(see sample test format of INS' test and the written test under Teachers Resources)*

7. If the applicant passes the test and the interview s/he will receive a letter with the date and time of the **swearing-in ceremony**. This should be within 60 days of passing the interview. At the ceremony, s/he will take the oath of allegiance and exchange his/her permanent residency card for a US citizenship certificate.

English Language Waiver and Exemptions

To take the **test in your native language** you must be:

- 55 years of age with at least 15 years as a lawful permanent resident
- 50 years of age with at least 20 years as a lawful permanent resident

To take a **simplified version of the exam** you must:

- Be 65 years of age with at least 20 years as a lawful permanent resident.

To be **exempt from both the English and the American Government** components of the interview you must:

- Be unable to pass the English and/or the American Government component of the interview as a result of a physical, mental or developmental disability *(see Section II N-400 for more information)*.

"RED FLAGS"

CONSULT AN ATTORNEY IF YOU:

- Were granted lawful permanent resident status even though you were not eligible.
- Are a lawful permanent resident who left the country and was excludable at time of re-entry (Typical grounds of exclusion are conviction of a crime, likely to become a public charge, or committing visa fraud).
- Have been arrested, cited, charged, indicted, convicted or fined for breaking any law, including domestic violence, child abuse, or child neglect.
- Have made trips out of the U.S. which lasted more than six months.
- Have moved to another country since obtaining permanent resident status.
- Ever claimed to be a US citizen.
- Voted in the U.S.
- Willfully refused or failed to support dependents.
- Helped someone to enter the U.S. illegally.
- Provided contradictory information on your application.
- Are male and did not register for the Selective Service when you were between 18 and 26 years old.
- Are on probation or parole for a criminal conviction.
- Committed fraud to receive or continue to receive public benefits.
- Committed marriage fraud.
- Have an order of deportation against you.
- Entered the United States as an immigrant (excluding refugees and asylees) and have received or are receiving public assistance.
- Are practicing polygamy.
- Voluntarily joined or became affiliated with the Communist Party, the Nazi Party or other totalitarian or racist organizations.
- Have tried to avoid US military service or deserted the US military.
- Been a habitual drunkard.
- Have engaged in prostitution or profited from the business of prostitution.
- Lived off of or had two or more convictions for illegal gambling.

THESE SITUATIONS COULD CAUSE THE INS TO DENY YOUR APPLICATION OR WORSE, TO START DEPORTATION PROCEEDINGS WHICH COULD RESULT IN LOSS OF STATUS AS A PERMANENT RESIDENT.

Minnesota Literacy Council
Community Literacy Collaborative
1997

Advantages and Disadvantages in Obtaining Citizenship

Advantages of becoming a U.S. citizen:

- You have the right to vote in elections
- You can run for public office
- Federal jobs and some state jobs require you to be a U.S. citizen
- If you are a U.S. citizen, you can file to legally bring immediate family members to live in the U.S.
- A U.S citizen can apply for more family members to immigrate than a lawful permanent resident can, and often those family members can immigrate much more quickly.
- Becoming a U.S. citizen can help your children (unmarried permanent resident children under the age of 18 automatically become citizens when both parents or a single parent with child custody becomes a citizen).
- You may receive full Social Security benefits while living in most foreign countries.
- You can live outside of the U.S. without losing your citizenship.
- Traveling in some foreign countries may be easier for you when you are a U.S. citizen.
- It is easier to re-enter the U.S. as a citizen.
- You do not have to renew your lawful status. Lawful permanent residents have to renew their green cards every 10 years, but U.S. citizens never have to renew their certificates of naturalization.
- A U.S. citizen cannot be excluded or deported as lawful residents can. As of September 1996, non-citizens face the risk of deportation if they plead guilty to or are found guilty of certain criminal charges. These include convictions for domestic abuse and violations of Orders for Protection. Notices of deportation have been sent to teenagers as well as to adults who have already completed their prison terms.
- Qualify for some state and federal benefits that non-citizens do not qualify for.
- Greater sense of security against anti-immigrant legislation.

Disadvantages of becoming a U.S. citizen:

- To become a U.S citizen, you must take an oath of allegiance and renounce loyalty to your native country if you cannot maintain dual citizenship with your country of origin.
- You may lose your citizenship in your native country
- Property ownership in your native country may be a problem (if you cannot retain dual citizenship)
- You may lose the right to vote in your native country
- You must pass a basic English and U.S. government/history test.
- You could be deported or denied citizenship if you lied on the application, or committed fraud in obtaining your permanent residency.

II. APPLYING FOR NATURALIZATION THE N-400 AND RELATED INFORMATION

II. Applying for Naturalization: the N-400 and Related Information

How to Obtain Forms, N-648 Medical Waiver

Educational Requirements for Naturalized Citizenship

N-400 (Application for Naturalization)

- instructions
- form
- accompanying forms (G-325/Biographical Information, Personal Description Form)

Resident Alien Card

Color Photograph Specifications

Medical Waiver Form N-648 and Instructions (enclosed copy may be submitted to INS)

The forms and information in this section are included for your background knowledge and to assist students through the naturalization process. These are actual forms, but the size has been reduced and these copies should not be submitted to INS.

You may choose to help students apply for citizenship. If so, pay special attention to any "Red Flags" that may appear (see *Section I. Citizenship Process*). The forms can also be used to teach how to fill out forms and also to identify vocabulary that will be used at the interview. The INS officer will ask questions from the N-400 and may ask for a definition of a term to check that the applicant does indeed understand the question.

To Obtain Forms

1. Call 1-800-870-3676, leave your name, address and the name or number of the form you are requesting.
2. INS office, 2901 Metro Drive, Suite 100, Bloomington, MN (see map in *Section III. Program Management*)
3. Minnesota Literacy Council, 645-2277, 756 Transfer Road, St. Paul, MN 55114 (for pick-up only).

When you request a N-400 form, you will receive: the N-400 and accompanying forms (G-325/Biographic information), Information on the Educational Requirements for Naturalized Citizenship, 100 Typical Questions and Answers, INS offices and map.

Medical Waiver (Form N-648)

Partial and total waivers of the English and civics requirements may be granted based on a physical or developmental disability or a mental impairment. The N-648 needs to be filled out by a licensed medical doctor or licensed psychologist. A complete diagnosis and explanation of why this individual can not fully or partially comply with the taking of the test of U.S. History and Government must be given.

> Example: A person was granted a partial waiver based on a vision problem. She was waived from taking the written portion, but took the oral test of U.S. History and Government.
>
> Example: Another individual who had a stroke and could not verbalize answers was allowed to nod yes or no to questions.

The N-648 form should be submitted with the N-400. It can be sent in at a later time or brought to the interview. It is recommended, however, to send in the form prior to the interview so the interviewers have an opportunity to review it. It needs to be submitted to INS within 6 months of being completed. It will be evaluated at the interview and approved or denied at that time.

N-400

U.S. Department of Justice
Immigration and Naturalization Service

OMB #1115-0009
Application for Naturalization

INSTRUCTIONS

Purpose of This Form.
This form is for use to apply to become a naturalized citizen of the United States.

Who May File.
You may apply for naturalization if:

- you have been a lawful permanent resident for five years;
- you have been a lawful permanent resident for three years, have been married to a United States citizen for those three years, and continue to be married to that U.S. citizen;
- you are the lawful permanent resident child of United States citizen parents; or
- you have qualifying military service.

Children under 18 may automatically become citizens when their parents naturalize. You may inquire at your local Service office for further information. If you do not meet the qualifications listed above but believe that you are eligible for naturalization, you may inquire at your local Service office for additional information.

General Instructions.
Please answer all questions by typing or clearly printing in black ink. Indicate that an item is not applicable with "N/A". If an answer is "none," write "none". If you need extra space to answer any item, attach a sheet of paper with your name and your alien registration number (A#), if any, and indicate the number of the item.

Every application must be properly signed and filed with the correct fee. If you are under 18 years of age, your parent or guardian must sign the application.

If you wish to be called for your examination at the same time as another person who is also applying for naturalization, make your request on a separate cover sheet. Be sure to give the name and alien registration number of that person.

Initial Evidence Requirements.
You must file your application with the following evidence:

A copy of your alien registration card.

Photographs. You must submit two color photographs of yourself taken within 30 days of this application. These photos must be glossy, unretouched and unmounted, and have a white background. Dimension of the face should be about 1 inch from chin to top of hair. Face should be 3/4 frontal view of right side with right ear visible. Using pencil or felt pen, lightly print name and A#, if any, on the back of each photo. This requirement may be waived by the Service if you can establish that you are confined because of age or physical infirmity.

Fingerprints. If you are between the ages of 14 and 75, you must submit your fingerprints on Form FD-258. Fill out the form and write your Alien Registration Number in the space marked "Your No. OCA" or "Miscellaneous No. MNU". Take the chart and these instructions to a police station, sheriff's office or an office of this Service, or other reputable person or organization for fingerprinting. (You should contact the police or sheriff's office before going there since some of these offices do not take fingerprints for other government agencies.) You must sign the chart in the presence of the person taking your fingerprints and have that person sign his/her name, title, and the date in the space provided. Do not bend, fold, or crease the fingerprint chart.

U.S. Military Service. If you have ever served in the Armed Forces of the United States at any time, you must submit a completed Form G-325B. If your application is based on your military service you must also submit Form N-426, "Request for Certification of Military or Naval Service."

Application for Child. If this application is for a permanent resident child of U.S. citizen parents, you must also submit copies of the child's birth certificate, the parents' marriage certificate, and evidence of the parents' U.S. citizenship. If the parents are divorced, you must also submit the divorce decree and evidence that the citizen parent has legal custody of the child.

Where to File.
File this application at the local Service office having jurisdiction over your place of residence.

Fee.
The fee for this application is **$95.00.** The fee must be submitted in the exact amount. It cannot be refunded. **DO NOT MAIL CASH.**

All checks and money orders must be drawn on a bank or other institution located in the United States and must be payable in United States currency. The check or money order should be made payable to the Immigration and Naturalization Service, except that:

- If you live in Guam, and are filing this application in Guam, make your check or money order payable to the "Treasurer, Guam."
- If you live in the Virgin Islands, and are filing this application in the Virgin Islands, make your check or money order payable to the "Commissioner of Finance of the Virgin Islands."

Checks are accepted subject to collection. An uncollected check will render the application and any document issued invalid. A charge of $5.00 will be imposed if a check in payment of a fee is not honored by the bank on which it is drawn.

Processing Information.
Rejection. Any application that is not signed or is not accompanied by the proper fee will be rejected with a notice that the application is deficient. You may correct the deficiency and resubmit the application. However, an application is not considered properly filed until it is accepted by the Service.

Requests for more information. We may request more information or evidence. We may also request that you submit the originals of any copy. We will return these originals when they are no longer required.

Interview. After you file your application, you will be notified to appear at a Service office to be examined under oath or affirmation. This interview may not be waived. If you are an adult, you must show that you have a knowledge and understanding of the history, principles, and form of government of the United States. There is no exemption from this requirement.

You will also be examined on your ability to read, write, and speak English. If on the date of your examination you are more than 50 years of age and have been a lawful permanent resident for 20 years or more, or you are 55 years of age and have been a lawful permanent resident for at least 15 years, you will be exempt from the English language requirements of the law. If you are exempt, you may take the examination in any language you wish.

Oath of Allegiance. If your application is approved, you will be required to take the following oath of allegiance to the United States in order to become a citizen:

"I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state or sovereignty, of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by the law; that I will perform noncombatant service in the armed forces of the United States when required by the law; that I will perform work of national importance under civilian direction when required by the law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God."

If you cannot promise to bear arms or perform noncombatant service because of religious training and belief, you may omit those statements when taking the oath. "Religious training and belief" means a person's belief in relation to a Supreme Being involving duties superior to those arising from any human relation, but does not include essentially political, sociological, or philosophical views or merely a personal moral code.

Oath ceremony. You may choose to have the oath of allegiance administered in a ceremony conducted by the Service or request to be scheduled for an oath ceremony in a court that has jurisdiction over the applicant's place of residence. At the time of your examination you will be asked to elect either form of ceremony. You will become a citizen on the date of the oath ceremony and the Attorney General will issue a Certificate of Naturalization as evidence of United States citizenship.

If you wish to change your name as part of the naturalization process, you will have to take the oath in court.

Penalties.
If you knowingly and willfully falsify or conceal a material fact or submit a false document with this request, we will deny the benefit you are filing for, and may deny any other immigration benefit. In addition, you will face severe penalties provided by law, and may be subject to criminal prosecution.

Privacy Act Notice.
We ask for the information on this form, and associated evidence, to determine if you have established eligibility for the immigration benefit you are filing for. Our legal right to ask for this information is in 8 USC 1439, 1440, 1443, 1445, 1446, and 1452. We may provide this information to other government agencies. Failure to provide this information, and any requested evidence, may delay a final decision or result in denial of your request.

Paperwork Reduction Act Notice.
We try to create forms and instructions that are accurate, can be easily understood, and which impose the least possible burden on you to provide us with information. Often this is difficult because some immigration laws are very complex. Accordingly, the reporting burden for this collection of information is computed as follows: (1) learning about the law and form, 20 minutes; (2) completing the form, 25 minutes; and (3) assembling and filing the application (includes statutory required interview and travel time, after filing of application), 3 hours and 35 minutes, for an estimated average of 4 hours and 20 minutes per response. If you have comments regarding the accuracy of this estimate, or suggestions for making this form simpler, you can write to both the Immigration and Naturalization Service, 425 I Street, N.W., Room 5304, Washington, D.C. 20536; and the Office of Management and Budget, Paperwork Reduction Project, OMB No. 1115-0009, Washington, D.C. 20503.

For sale by the U.S. Government Printing Office
Superintendent of Documents, Mail Stop SSOP, Washington, DC 20402-9328

U.S. Department of Justice
Immigration and Naturalization Service

OMB #1115-0009
Application for Naturalization

START HERE - Please Type or Print

Part 1. Information about you.

Family Name	Given Name	Middle Initial

U.S. Mailing Address - Care of

Street Number and Name	Apt. #

City	County

State	ZIP Code

Date of Birth (month/day/year)	Country of Birth

Social Security #	A #

Part 2. Basis for Eligibility *(check one)*.

a. ☐ I have been a permanent resident for at least five (5) years

b. ☐ I have been a permanent resident for at least three (3) years and have been married to a United States Citizen for those three years.

c. ☐ I am a permanent resident child of United States citizen parent(s)

d. ☐ I am applying on the basis of qualifying military service in the Armed Forces of the U.S. and have attached completed Forms N-426 and G-325B

e. ☐ Other. (Please specify section of law) _____

Part 3. Additional information about you.

Date you became a permanent resident (month/day/year)	Port admitted with an immigrant visa or INS Office where granted adjustment of status.

Citizenship

Name on alien registration card (if different than in Part 1)

Other names used since you became a permanent resident (including maiden name)

Sex	Height	Marital Status
☐ Male ☐ Female		☐ Single ☐ Married ☐ Divorced ☐ Widowed

Can you speak, read and write English ? ☐No ☐Yes.

Absences from the U.S.:

Have you been absent from the U.S. since becoming a permanent resident? ☐ No ☐Yes.

If you answered **"Yes"**, complete the following. Begin with your most recent absence. If you need more room to explain the reason for an absence or to list more trips, continue on separate paper.

Date left U.S.	Date returned	Did absence last 6 months or more?	Destination	Reason for trip
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		

Form N-400 (Rev. 07/17/91)N

Continued on back.

FOR INS USE ONLY

Returned	Receipt

Resubmitted

Reloc Sent

Reloc Rec'd

☐ Applicant interviewed

At interview
☐ request naturalization ceremony at court

Remarks

Action

To Be Completed by Attorney or Representative, if any
☐ Fill in box if G-28 is attached to represent the applicant

VOLAG#

ATTY State License #

Part 4. Information about your residences and employment.

A. List your addresses during the last five (5) years or since you became a permanent resident, whichever is less. Begin with your current address. If you need more space, continue on separate paper.

Street Number and Name, City, State, Country, and Zip Code	Dates (month/day/year)	
	From	To

B. List your employers during the last five (5) years. List your present or most recent employer first. If none, write "None". If you need more space, continue on separate paper.

Employer's Name	Employer's Address	Dates Employed (month/day/year)		Occupation/position
	Street Name and Number - City, State and ZIP Code	From	To	

Part 5. Information about your marital history.

A. Total number of times you have been married _____. If you are now married, complete the following regarding your husband or wife.

Family name	Given name	Middle initial

Address

Date of birth (month/day/year)	Country of birth	Citizenship
Social Security#	A# (if applicable)	Immigration status (If not a U.S. citizen)

Naturalization (If applicable)
(month/day/year) Place (City, State)

If you have ever previously been married or if your current spouse has been previously married, please provide the following on separate paper: Name of prior spouse, date of marriage, date marriage ended, how marriage ended and immigration status of prior spouse.

Part 6. Information about your children.

B. Total Number of Children _____. Complete the following information for each of your children. If the child lives with you, state "with me" in the address column; otherwise give city/state/country of child's current residence. If deceased, write "deceased" in the address column. If you need more space, continue on separate paper.

Full name of child	Date of birth	Country of birth	Citizenship	A - Number	Address

Form N-400 (Rev. 07/17/91)N

Continued on next page

Continued on back

Part 7. Additional eligibility factors.

Please answer each of the following questions. If your answer is **"Yes"**, explain on a separate paper.

1. Are you now, or have you ever been a member of, or in any way connected or associated with the Communist Party, or ever knowingly aided or supported the Communist Party directly, or indirectly through another organization, group or person, or ever advocated, taught, believed in, or knowingly supported or furthered the interests of communism? ☐ Yes ☐ No
2. During the period March 23, 1933 to May 8, 1945, did you serve in, or were you in any way affiliated with, either directly or indirectly, any military unit, paramilitary unit, police unit, self-defense unit, vigilante unit, citizen unit of the Nazi party or SS, government agency or office, extermination camp, concentration camp, prisoner of war camp, prison, labor camp, detention camp or transit camp, under the control or affiliated with:
   a. The Nazi Government of Germany? ☐ Yes ☐ No
   b. Any government in any area occupied by, allied with, or established with the assistance or cooperation of, the Nazi Government of Germany? ☐ Yes ☐ No
3. Have you at any time, anywhere, ever ordered, incited, assisted, or otherwise participated in the persecution of any person because of race, religion, national origin, or political opinion? ☐ Yes ☐ No
4. Have you ever left the United States to avoid being drafted into the U.S. Armed Forces? ☐ Yes ☐ No
5. Have you ever failed to comply with Selective Service laws? ☐ Yes ☐ No
   If you have registered under the Selective Service laws, complete the following information:
   Selective Service Number: _____ Date Registered: _____
   If you registered before 1978, also provide the following:
   Local Board Number: _____ Classification: _____
6. Did you ever apply for exemption from military service because of alienage, conscientious objections or other reasons? ☐ Yes ☐ No
7. Have you ever deserted from the military, air or naval forces of the United States? ☐ Yes ☐ No
8. Since becoming a permanent resident, have you ever failed to file a federal income tax return? ☐ Yes ☐ No
9. Since becoming a permanent resident, have you filed a federal income tax return as a nonresident or failed to file a federal return because you considered yourself to be a nonresident? ☐ Yes ☐ No
10. Are deportation proceedings pending against you, or have you ever been deported, or ordered deported, or have you ever applied for suspension of deportation? ☐ Yes ☐ No
11. Have you ever claimed in writing, or in any way, to be a United States citizen? ☐ Yes ☐ No
12. Have you ever:
   a. been a habitual drunkard? ☐ Yes ☐ No
   b. advocated or practiced polygamy? ☐ Yes ☐ No
   c. been a prostitute or procured anyone for prostitution? ☐ Yes ☐ No
   d. knowingly and for gain helped any alien to enter the U.S. illegally? ☐ Yes ☐ No
   e. been an illicit trafficker in narcotic drugs or marijuana? ☐ Yes ☐ No
   f. received income from illegal gambling? ☐ Yes ☐ No
   g. given false testimony for the purpose of obtaining any immigration benefit? ☐ Yes ☐ No
13. Have you ever been declared legally incompetent or have you ever been confined as a patient in a mental institution? ☐ Yes ☐ No
14. Were you born with, or have you acquired in some way, any title or order of nobility in any foreign State? ☐ Yes ☐ No
15. Have you ever:
   a. knowingly committed any crime for which you have not been arrested? ☐ Yes ☐ No
   b. been arrested, cited, charged, indicted, convicted, fined or imprisoned for breaking or violating any law or ordinance excluding traffic regulations? ☐ Yes ☐ No

(If you answer yes to 15, in your explanation give the following information for each incident or occurrence the **city, state**, and **country**, where the offense took place, the **date** and **nature** of the offense, and the **outcome** or **disposition** of the case).

Part 8. Allegiance to the U.S.

If your answer to any of the following questions is **"NO"**, attach a full explanation:

1. Do you believe in the Constitution and form of government of the U.S.? ☐ Yes ☐ No
2. Are you willing to take the full Oath of Allegiance to the U.S.? (see instructions) ☐ Yes ☐ No
3. If the law requires it, are you willing to bear arms on behalf of the U.S.? ☐ Yes ☐ No
4. If the law requires it, are you willing to perform noncombatant services in the Armed Forces of the U.S.? ☐ Yes ☐ No
5. If the law requires it, are you willing to perform work of national importance under civilian direction? ☐ Yes ☐ No

Continued on back

Part 9. Memberships and organizations.

A. List your present and past membership in or affiliation with every organization, association, fund, foundation, party, club, society, or similar group in the United States or in any other place. Include any military service in this part. If none, write "none". Include: the name of organization, location, dates membership and the nature of the organization. If additional space is needed, use separate paper.

Part 10. Complete only if you checked block " C " in Part 2.

How many of your parents are U.S. citizens? ☐ One ☐ Both (Give the following about one U.S. citizen parent:)

Family Name	Given Name	Middle Name
Address		

Basis for citizenship:	Relationship to you (check one):
☐ Birth ☐ Naturalization Cert. No.	☐ natural parent ☐ adoptive parent ☐ parent of child legitimated after birth

If adopted or legitimated after birth, give date of adoption or legitimation: *(month.day.year)*_____

Does this parent have legal custody of you? ☐ Yes ☐ No

(Attach a copy of relating evidence to establish that you are the child of this U.S. citizen and evidence of this parent's citizenship.)

Part 11. Signature. *(Read the information on penalties in the instructions before completing this section).*

I certify or, if outside the United States, I swear or affirm, under penalty of perjury under the laws of the United States of America that this application, and the evidence submitted with it, is all true and correct. I authorize the release of any information from my records which the Immigration and Naturalization Service needs to determine eligibility for the benefit I am seeking.

Signature **Date**

Please Note: *If you do not completely fill out this form, or fail to submit required documents listed in the instructions, you may not be found eligible for naturalization and this application may be denied.*

Part 12. Signature of person preparing form if other than above. *(Sign below)*

I declare that I prepared this application at the request of the above person and it is based on all information of which I have knowledge.

Signature **Print Your Name** **Date**

Firm Name
and Address

DO NOT COMPLETE THE FOLLOWING UNTIL INSTRUCTED TO DO SO AT THE INTERVIEW

I swear that I know the contents of this application, and supplemental pages 1 through_____, that the corrections , numbered 1 through_____, were made at my request, and that this amended application, is true to the best of my knowledge and belief.

_____
(Complete and true signature of applicant)

Subscribed and sworn to before me by the applicant.

_____
(Examiner's Signature) *Date*

Form N-400 (Rev. 07/17/91)N

U.S. GOVERNMENT PRINTING OFFICE : 1997 0 - 176-348

PERSONAL DESCRIPTION FORM FOR
ISSUANCE OF CERTIFICATE OF NATURALIZATION

ALIEN CARD NUMBER (I-551) A_____

DATE OF BIRTH:_____

SEX:_____

HEIGHT:---------- _____FEET_____INCHES

MARITAL STATUS:_____

COUNTRY OF FORMER NATIONALITY:_____

EXACT NAME TO APPEAR ON CERTIFICATE:

_____

(FIRST) (MIDDLE) (LAST)

Part 5. Information about your marital history, continued.

a) Name of your ex-spouse: _____

b) Date of marriage: _____

c) Date your marriage ended: _____

d) How the marriage ended: ___death; ___divorce; ___separation

e) Immigration status of that spouse _____

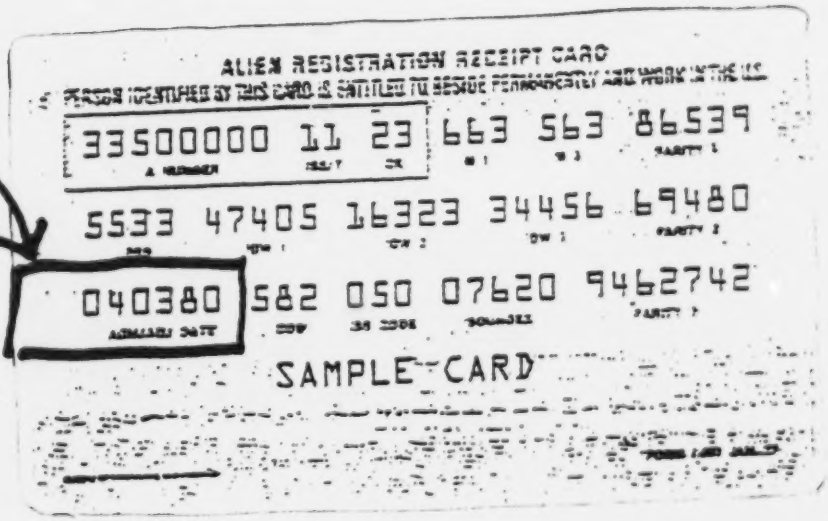
"WHITE" I-551 "RESIDENT ALIEN" CARD

FRONT WHITE BACKGROUND (BLUE HEADER BAR) SALMON LINES COVER THE PHOTO IN AN UNBROKEN PATTERN. PRINTING "DETAIL" IN EAGLE IS EXCELLENT.

ALIEN NUMBER

LOS ANGELES

BACK PALE GREENISH BACKGROUND, MAP OF U.S. IN WHITE. THREE LINES OF MACHINE READABLE CODES.



APRIL 3RD 1980

BEARER MAY LIVE AND WORK IN THE U.S.

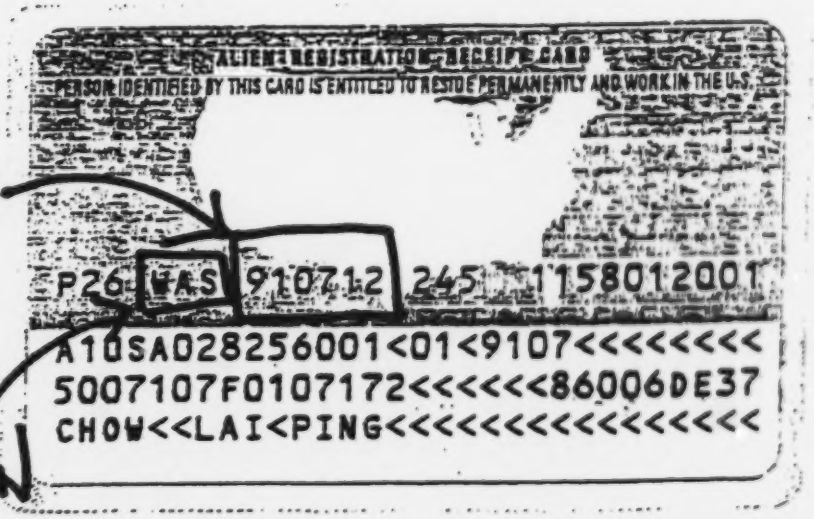
FRONT PINK BACKGROUND (BLUE HEADER BAR)
BLUE I.N.S. SEAL OVERLAPS PHOTO AREA.
REPEATING "I-551" BECOMES VISIBLE WHEN CARD IS TILTED UNDER NORMAL LIGHT.

ALIEN NUMBER

BACK COLOR GRADUALLY CHANGES FROM PINK TO BLUE, WITH MAP OF U.S. IN WHITE. THREE LINES OF MACHINE READABLE PRINTING AT BOTTOM ON WHITE BACKGROUND.

JULY 12TH 1991

WASHINGTON


ALIEN'S REGISTRATION RECEIPT CARD
PERSON IDENTIFIED BY THIS CARD IS ENTITLED TO RESIDE PERMANENTLY AND WORK IN THE U.S.
P26 WAS 910712 245 1158012001
A10SA028256001<01<9107<<<<<<<<
5007107F0107172<<<<<<86006DE37
CHOW<<LAI<PING<<<<<<<<<<<<<<<

BEARER MAY LIVE AND WORK IN THE U.S.

U. S. IMMIGRATION & NATURALIZATION SERVICE

COLOR PHOTOGRAPH SPECIFICATIONS

IDEAL PHOTOGRAPH

IMAGE MUST FIT INSIDE THIS BOX ▸

THE PICTURE AT LEFT IS IDEAL SIZE, COLOR, BACKGROUND, AND POSE. THE IMAGE SHOULD BE 30MM (1 3/16IN) FROM THE HAIR TO JUST BELOW THE CHIN, AND 26MM (1 IN) FROM LEFT CHEEK TO RIGHT EAR. THE IMAGE MUST FIT IN THE BOX AT RIGHT.

THE PHOTOGRAPH

- THE OVERALL SIZE OF THE PICTURE, INCLUDING THE BACKGROUND, MUST BE AT LEAST 40MM (1 9/16 INCHES) IN HEIGHT BY 35MM (1 3/8IN) IN WIDTH.
- PHOTOS MUST BE FREE OF SHADOWS AND CONTAIN NO MARKS, SPLOTCHES, OR DISCOLORATIONS.
- PHOTOS SHOULD BE HIGH QUALITY, WITH GOOD BACK LIGHTING OR WRAP AROUND LIGHTING, AND MUST HAVE A WHITE OR OFF-WHITE BACKGROUND.
- PHOTOS MUST BE A GLOSSY OR MATTE FINISH AND UN-RETOUCHED.
- POLAROID FILM HYBRID #5 IS ACCEPTABLE; HOWEVER SX-70 TYPE FILM OR ANY OTHER INSTANT PROCESSING TYPE FILM IS UNACCEPTABLE. NON-PEEL APART FILMS ARE EASILY RECOGNIZED BECAUSE THE BACK OF THE FILM IS BLACK. ACCEPTABLE INSTANT COLOR FILM HAS A GRAY-TONED BACKING.

THE IMAGE OF THE PERSON

- THE DIMENSIONS OF THE IMAGE SHOULD BE 30MM (1 3/16 INCHES) FROM THE HAIR TO THE NECK JUST BELOW THE CHIN, AND 26MM (1 INCH) FROM THE RIGHT EAR TO THE LEFT CHEEK. IMAGE CANNOT EXCEED 32MM BY 28MM (1 1/4IN X 1 1/16IN).
- IF THE IMAGE AREA ON THE PHOTOGRAPH IS TOO LARGE OR TOO SMALL, THE PHOTO CANNOT BE USED.
- PHOTOGRAPHS MUST SHOW THE ENTIRE FACE OF THE PERSON IN A 3/4 VIEW SHOWING THE RIGHT EAR AND LEFT EYE.
- FACIAL FEATURES MUST BE IDENTIFIABLE.
- CONTRAST BETWEEN THE IMAGE AND BACKGROUND IS ESSENTIAL. PHOTOS FOR VERY LIGHT SKINNED PEOPLE SHOULD BE SLIGHTLY UNDER-EXPOSED. PHOTOS FOR VERY DARK SKINNED PEOPLE SHOULD BE SLIGHTLY OVER-EXPOSED.

SAMPLES OF UNACCEPTABLE PHOTOGRAPHS

INCORRECT POSE

IMAGE TOO LARGE

IMAGE TOO SMALL

IMAGE TOO DARK UNDER-EXPOSED

IMAGE TOO LIGHT

DARK BACKGROUND

OVER-EXPOSED

SHADOWS ON PIC

Immigration & Naturalization Service
Form M-378 (6-92)

INSTRUCTIONS FOR FORM N-648 MEDICAL CERTIFICATION FOR DISABILITY EXCEPTIONS

Purpose of This Form.

The Immigration and Naturalization Service's (INS) regulations require that applicants seeking an exception from the English and U.S. history and government (civics) requirements for naturalization based on physical or developmental disability or mental impairment submit this certification form, completed by a licensed medical doctor or a licensed clinical psychologist, along with a completed application for naturalization (Form N-400). This certification form will be used by the INS to determine whether applicants for naturalization are entitled to an exception to the requirements.

In accordance with the Rehabilitation Act of 1973, INS makes reasonable modifications and/or accommodations to allow individuals with disabilities to participate in testing required for naturalization. Reasonable modifications and/or accommodations may include but are not limited to: Braille test forms, sign language interpreters, or off-site testing. Applicants should be advised that if reasonable modifications and/or accommodations will allow them to demonstrate knowledge of basic English and U.S. history and civics, this medical certification form is not required.

Part I of the form must be completed and signed by the applicant. The form also contains an acknowledged release by the applicant of his or her medical records to include both physical and ental health. Part II of the form must be completed and signed by the licensed medical doctor licensed clinical psychologist performing the assessment of the applicant. The licensed medical octor or licensed clinical psychologist is required to attest to the truthfulness of his or her certification under penalty of perjury and agree to release his or her medical records relating to the applicant upon request by the INS.

General Instructions.

Please answer all questions by typing or printing clearly in black ink. Indicate that an item is not applicable with "N/A". If an answer is "none," write "none". If you need extra space to answer any item, attach a sheet of paper with the name of the applicant, and the alien registration number (A#), and your complete name including first name, middle name and last name, with appropriate title. Also, indicate the number of the item to which the answer refers.

Additional medical reports may be submitted but they must be limited to not more than two pages, and have the name of the applicant, alien registration number (A#), and your signature on each page of the attachments. Additional medical records may be submitted but will not be accepted as a substitute for complete responses to questions asked on the certification form.

1. You are requested to provide an accurate assessment of the applicant's disability or impairment so the INS can determine whether to grant an exception to the English language and history and civics requirements for naturalization.

2. The INS requires that the licensed medical doctor or licensed clinical psychologist completing the form for the applicant be experienced in the area of the applicant's disability, and able to diagnose the applicant's disability and/or impairments. A certification must be made as to whether the applicant has the ability to learn English and civics sufficient to pass the INS' citizenship test. The tests require an ability to speak and write basic English and the ability to swer basic questions about the history and civics of the United States.

INSTRUCTIONS FOR FORM N-648 MEDICAL CERTIFICATION FOR DISABILITY EXCEPTIONS

3. All licensed medical doctors or licensed clinical psychologists completing this form must be licensed practitioners in the State where they practice. Medical attestations will be accepted only from the following: licensed medical doctors (MDs) and licensed clinical psychologists.

4. All forms must be signed, certified, and dated by the licensed medical doctor or licensed clinical psychologist. The certification must be filed within 6 months of its completion and signature.

Penalties.

Both the applicant and the licensed medical doctor or licensed clinical psychologist are required to complete and sign the form under penalty of perjury. All statements contained in response to questions in this certification are declared to be true and correct under penalty of perjury.

Title 18, United States Code, Section 1546, provides in part:

> Whoever knowingly makes under oath, or as permitted under penalty of perjury under Section 1746 of Title 28, United States Code, knowingly subscribes as true, any false statement with respect to a material fact in any application, affidavit, or other document required by the immigration laws or regulations prescribed thereunder, or knowingly presents any such application, affidavit, or other document containing any such false statement - shall be fined in accordance with this title or imprisoned not more than ten years or both.

If either the applicant or the licensed medical doctor or licensed clinical psychologist includes this certification form any material information that the party knows to be false, the applicar and/or licensed medical doctor or licensed clinical psychologist may be liable for crimina. prosecution under the laws of the United States.

The knowing placement of false information on the application may subject the applicant and the licensed medical doctor or psychologist to criminal penalties under Title 18 of the United States Code and to civil penalties under Section 274C of the Immigration and Nationality Act, 8 U.S.C. 1324c.

Privacy Act Notice: Authority for the collection of the information requested on this form is contained in 8 U.S.C. 1182(a)(15), 1183A, 1184(a), and 1258. The information will be used principally by the Service to whom it may be furnished to support an individual's application for naturalization under the Immigration and Nationality Act. Submission of the information is voluntary. It may also, as a matter of routine use, be disclosed to other federal, state, local and foreign law enforcement and regulatory agencies. Failure to provide the necessary information may result in the denial of the applicant's request for an exception to the English language and U.S. history and civics requirement in the applicant's naturalization application.

Reporting Burden: A person is not required to respond to a collection of information unless it displays a currently valid OMB control number. We try to create forms and instructions that are accurate, can be easily understood, and which impose the least possible burden on you to provide us with information. Often this is difficult because some immigration laws are very complex. Accordingly, the reporting burden for this collection of information is computed as follows: 1) learning about the form, 30 minutes; 2) completing the form, 60 minutes; and 3) assembling and filing the application, 30 minutes, for an estimated average of 120 minutes per response. If you have comments regarding the accuracy of this estimate, or suggestions for making this for simpler, you can write to the Immigration and Naturalization Service, 425 I Street, N.W., Roor 5307, Washington, D.C. 20536. Do not mail your completed application to this address.

:.S. Department of Justice
:n: ation and Naturalization Service

OMB # 1115-0203

Medical Certification for Disability Exceptions

Part I. THIS SECTION TO BE COMPLETED BY THE APPLICANT *(Please print or type information)*

Last Name	First Name	Middle Name	Social Security Number

Address	Alien Number

City	State	Zip Code

Telephone Number	Date of Birth	Sex

I, _____ authorize _____

(Applicant's Name) *(Licensed medical doctor or licensed clinical psychologist)*

to release all relevant physical and mental health information related to my medical status to the INS for the purpose of applying for an exception from the English language and U.S. civics testing requirements for naturalization. I certify under penalty of perjury pursuant to Title 28 U.S.C. Section 1746, that the information on the form and any evidence submitted with it is all true and correct. I am aware that the knowing placement of false information on the Form N-648 and related documents may also subject me to civil penalties under 8 U.S.C. Section 1324c.

Signature _____ Date _____

Part II. THIS SECTION TO BE COMPLETED BY A LICENSED MEDICAL DOCTOR OR LICENSED CLINICAL PSYCHOLOGIST *(see instructions)*

Th' 'ndividual named above is applying for an exception from the English language and U. S. history and civics tests re ed of applicants for naturalization. The Immigration and Naturalization Service's regulations require that ap, ants for an exception based on disability submit this certification form, completed by a licensed medical doctor or licensed clinical psychologist, along with a completed application for naturalization (Form N-400).

Please answer the following questions as clearly and completely as possible, using common terminology and complete words and phrases.

1. Date of your most recent examination of the applicant. _____ 19 ____

2. Is this your first examination of the individual? Yes_____ No _____

   If yes, who is the regular attending physician? _____

3. Based on your examination, describe any findings of a physical or mental disability or impairment which, in your professional medical opinion, would prevent this applicant from demonstrating knowledge of basic English language and/or U.S. history and civics. Describe in detail. If applicant has a mental disability or impairment, please provide DSM diagnosis.

4. Did the applicant's disability or impairment result from the illegal use of drugs? If the applicant is developmentally disabled, did this condition first manifest itself before age 22? Please explain.

5. What is the duration of the applicant's disability or impairment? Is it temporary (less than 12 months) or permanent? Explain.

6. Please provide your medical speciality. If you are not specialized, provide your medical experience and other qualifications that permit you to make this assessment.

I certify under penalty of perjury under the laws of the United States of America, that the information on the form and any evidence submitted with it is all true and correct. I agree to release this applicant's relevant medical records upon request from the U.S. Immigration and Naturalization Service. I am aware that the knowing placement of false information on the Form N-648 and related documents may also subject me to civil penalties under 8 U.S.C. Section 1324c.

Signature _____ Date _____

Please Type or Print

Last Name	First Name	Middle Name
Business Address	**City, State, ZIP Code**	**Telephone**
License Number	**Licensing State**	

III. PROGRAM MANAGEMENT

III. Program Management

Citizenship Program Planning Check-list

Minnesota Literacy Council's Addendum to the Statement of Cooperation

How to Volunteer in an ESL/Citizenship Program

Citizenship Survey

Learner Intake Form

Citizenship Achievement Sheet

Lesson Summaries

Sample Volunteer Recruitment Flyer

Sample Student Recruitment Flyer

Sample Student Recruitment Flyer, in Spanish

Sample Recruitment Brochure

Application, Testing and Legal Resources

INS Offices

Application, Testing and Legal Resources

Immigrant Legal Resource Center

Coalition for Citizenship Pamphlet

Addendum to the Coalition for Citizenship's List of Citizenship Programs

The materials in this section will aid you in starting up and managing a new program. It includes a check-off list for planning your program, suggestions in how to use volunteers in your program, a few record keeping tools, student and volunteer recruitment materials and resources that provide citizenship services throughout Minnesota.

Citizenship Program Planning

In addition to the *Principles of Basic Literacy/English as a Second Language Project Management* check-off list which is located in the Minnesota Literacy Council's Project Management Handbook, the following is a list of considerations concerning the development of a citizenship program.

Process: This component includes determining eligibility, applying for naturalization and consulting a lawyer when needed.

____ Decide who determines student's eligibility for citizenship and for your program
____ Determine who will assist students in filling out the N-400: paid teachers, volunteers, volunteer attorneys? Will you refer your students to processing centers? Will you ask an organization that provides this service to come to your site? (See ***Application, Testing and Legal Resources*** in this section)
____ Know where to get legal questions answered.

Legal: Immigration lawyers can determine if an individual is eligible to apply and if there are any "red flags" which could lead to a denial of citizenship or deportation.

____ Does the staff know what the "red flags" on the N-400 are in order to make referrals to an attorney?
____ Does the program know who to call for advice on some of the simpler issues and which lawyers to refer to?

ESL/Citizenship: Teaching of English and/or U.S. History and Government and interview preparation.

____ Decide on program structure.
  ____ One-on-one? Small group?
  ____ Number of days and hours per week, which days and times.

____ Decide on type of class.
  ____ Is teaching citizenship part of an ESL class (e.g.: taught during the last half-hour of ESL class), or is it a separate class?
  ____ Which English levels is the class open to?
  ____ Is a class offered in the student's native language for those who are eligible for an English Language Waiver (see *Section I. Citizenship Process*)?
  ____ Is a bilingual instructor or interpreter needed?
  ____ Do you prepare students to take the written,or oral test or both?

Other Considerations

____ Is a citizenship campaign needed to inform about the benefits, requirements and process of obtaining citizenship, including how minor children can become citizens when they do?
____ Purchase books.
____ Set up a record-keeping system.
____ Recruit students, volunteers.

Minnesota Literacy Council's
Addendum to the Statement of Cooperation for
Citizenship Programs

MLC offers the following services to local literacy projects in the development of a citizenship program:

1. Provide consultation in the areas of local project development, volunteer training, support and recognition and student recruitment.

2. Refer potential students and tutors.

3. Train volunteers through an ESL workshop and a citizenship in-service.

4. Provide access to a free lending library.

5. Provide curriculum recommendations for ESL and citizenship.

6. Keep programs updated about changes in the citizenship process and new teaching and training resources.

The local project agrees to the following responsibilities

1. Determine which citizenship services they will provide (English and citizenship instruction, eligibility and application assistance, legal counsel) and know who in the community can provide the other services.

2. Designate a local project coordinator who is knowledgeable of the citizenship process and resources and makes appropriate referrals or seeks the services of others.

3. Recruit local volunteers and learners, and provide leadership in order to maintain an active volunteer tutoring program.

4. Register volunteers prior to tutoring. Provide support and in-service training during the tutoring process. Show appreciation to the volunteers through awards, certificates and recognition events.

5. Maintain records on the tutors and learners who participate in the program. Complete and submit the MLC annual report form at the end of the program year.

How to volunteer in an ESL/Citizenship Program

As ESL/Citizenship Instructors:

- One-to-one tutoring.
- Small group.
- In class as a teacher aide.

As a Teacher Aide:

- Provide special help to an individual or small group. Possible areas are: writing, dictation, vocabulary building, review activities.
- Do the same activities as the teacher with half of the class or less.
- Participate in a mock interview.
    - This can be in front of the class, possibly with someone who has obtained their citizenship; or in a private area to better replicate the real experience with the examiner coming to get one student at a time and bringing him/her to another room.
- Prepare classroom exercises.

Special Projects:

- Video tape mock interviews and testimonies from students who have obtained their citizenship to show future students
- Create audio tapes for students to practice the 100 questions and the interview questions (be sure to vary the order of the questions and get different voices on the tape; some students become too accustomed to one voice and can memorize the order of the questions and answers).
- Create software to practice the citizenship information.
- Create teaching activities/materials.

Citizenship Review

Because of the length of time it takes to get an interview, it is possible that students will have a lag time from when they finish a class and when they get an interview. They may need to review material before their interview. A tutor may meet a few times with one or several students, or a review class may be set up for these students.

Extended Class Time

If classes are taught by paid teachers, consider offering another day of classes using volunteers.

Non-Teaching Volunteer Opportunities:

- Provide transportation to photo or fingerprint sites, or to the INS interview.
- Accompany student to the INS interview to provide moral support.
- Assist students in filling out the N-400 during processing workshops.
- If you are a lawyer, you can accompany a student to the actual interview.

Level of Commitment				
Low	Conduct mock interviews	Prepare activities/materials (audiotapes, etc)	Assist learners in filling out N-400 during a workshop	Provide transportation to INS, DFS sites
High	One-to-one, small group, or in-class	Prepare activities/materials (videotape, software)	Accompany learner to INS interview (w/ prior mtgs.)	One-to-one review prior to interview

Citizenship Survey

We would like to be able to provide citizenship classes. Please fill out this survey to help us plan. Some of the questions will help us determine if you are eligible to apply.

Name:_____ Teacher:_____

Date: _____ Class time:_____

Date of Birth: _____ Phone: _____

Address: _____

_____ _____

1. Do you want to become a U.S. citizen? BEST Test Level: _____
(ask teacher if not sure)

To become a citizen, most people need to pass a test of United States history and government, and must be able to speak, read, and write some English.

2. Would you like to take classes to prepare for citizenship? _____
(If no, you do not need to answer any more questions)

3. Would you like to have someone come to school and talk about how to become a citizen? _____

One of the requirements to become a citizen is to be a lawful permanent resident for 5 years or more, or 3 years if married to a U.S. citizen.

4. Have you been a lawful permanent resident for 5 years or more? _____

5. Are you married to a U.S. citizen? _____ If yes, have you been a lawful permanent resident and married to the U.S. citizen for 3 years or more? _____

6. What date did you become a permanent resident? _____
(See back of green card if not sure) month/day/year

7. If we have a class, **when would you like the class**? (Please check one)
_____ morning _____ afternoon _____ evening

Minnesota Literacy Council/Community Literacy Collaborative July 1997

Saint Paul Adult Basic Education
Learner Intake Form 1997-1998

Site | Program | Instructor / Advisor | Entry Date

Name (Last, First, MI) | Phone | Soc. Sec. # | CIF #

Address | City | State | County | Zip

Maiden/Other Last Name | PLACE OF BIRTH | Date of Birth

- ◯ 16-18
- ◯ 19-21
- ◯ 22-24
- ◯ 25-44
- ◯ 45-59
- ◯ 60 and older

◯ Female
◯ Male

- ◯ American Indian or Alaskan Native
- ◯ Asian or Pacific Islander
- ◯ Black, not of Hispanic Origin
- ◯ Hispanic
- ◯ White, not of Hispanic Origin

Marital Status: ◯ single ◯ married ◯ divorced ◯ widowed

Limited English? ◯ YES ◯ NO — Home Language | Resides with

Volunteer Access: ◯ Classroom ◯ Individual

Last Grade Completed | K-12 or GED | Name of School | State

Number of children in St. Paul Schools: (please mark all that apply)
Pre-school (0-4) ____ Elementary ____ Jr. High ____ Sr. High ____

EMERGENCY CONTACT | PHONE

Participant Entry Status (check all that apply)

- ☐ Disabled adult
- ☐ Adult in rural area
- ☐ Adult in urban area
- ☐ Refugee, legalized alien, or immigrant adult
- ☐ Homeless adult
- ☐ Adult in correctional facility
- ☐ Other institutionalized adult
- ☐ Adult with high school diploma or GED
- ☐ Health Problems?
- ☐ Parents of Children Under Age 17
- ☐ Employed adult PT ____ FT ____
- ☐ Unemployed adult
- ☐ Adult receiving public assistance JTPA ____
  JOBS/MFIP/TANF ____ AFDC ____
  SSI ____ Other ____
- ☐ STRIDE
- ☐ Adults in Family Literacy Programs
- ☐ Adults in Workplace Literacy Programs
- ☐ Adults in Community Corrections
- ☐ Other

For office use only: Functioning Educational Entry Level (mark the lowest overall competence level)

- ☐ Pre-Literate ABE (0-1.9)
- ☐ Beginning ABE (2.0 - 5.9)
- ☐ Intermediate ABE (6.0 - 8.9)
- ☐ Adult Secondary (9.0 —)
- ☐ Unknown
- ☐ Pre-Literate ESL
- ☐ Beginning ESL (0-2)
- ☐ Intermediate ESL (3-4)
- ☐ Advanced ESL (5-6)

Student found out about this program/classroom from | Referral Agency | Contact Person

Agency Phone | Agency Address | City | State | Zip

I have read and understand my Data Privacy Rights described on the reverse side of this page.

I give my permission YES / NO Restrictions ____

Signature ____ Date ____

Mandatory Hours? ◯ YES ◯ NO

Number of Mandatory Weekly Hours Assigned ____

YOUR PRIVACY RIGHTS

Sometimes counselors, human service agencies, public housing, employers, training programs, other schools, and post-secondary institutions request information from us such as attendance, schedules, test scores, and teacher comments. Do we have your permission to release this information to the agency or institution that requests it?

I give my permission. Yes _____ No _____

_____ _____

Signature Date

Citizenship Achievement Sheet

Name	Start Date	Date of Permanent Residency	Date N-400 Submitted	Date Written test passed (optional)	Date of Interview	Passed Yes/No	Date of Second Interview	Passed Yes/No	Swearing-in Ceremony

LESSON SUMMARIES

CLASS _____

Please complete a lesson summary at the end of each tutoring session

Date _____ Hours _____ Tutor _____

_____

_____

_____

Date _____ Hours _____ Tutor _____

_____

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_____

Date _____ Hours _____ Tutor _____

_____

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_____

Date _____ Hours _____ Tutor _____

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_____

Date _____ Hours _____ Tutor _____

_____

_____

_____

Sample Volunteer Recruitment Flyer

Volunteers needed in Citizenship Programs

Interested in helping a refugee or immigrant become a citizen of the United States?

Volunteer with the Minnesota Literacy Council (MLC).

MLC works with 120 community based programs in Minnesota. There is a program near you that needs your help.

We can train you to teach English as a Second Language and give you the training you need to help an individual become a citizen.

Call MLC at 645-2277 and ask for LeeAnn or Matt.

Volunteer for Citizenship
MLC 645-2277 LeeAnn or Matt

Volunteer for Citizenship
MLC 645-2277 LeeAnn or Matt

Volunteer for Citizenship
MLC 645-2277 LeeAnn or Matt

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Volunteer for Citizenship
MLC 645-2277 LeeAnn or Matt

Volunteer for Citizenship
MLC 645-2277 LeeAnn or Matt

Volunteer for Citizenship
MLC 645-2277 L[illegible]n or Matt

Sample Student Recruitment Flyer

Interested in becoming a U.S. Citizen?

Advantages of becoming a U.S. citizen:

- The right to vote.
- The right to run for public office.
- The right to apply for federal, and many state and public jobs that require citizenship.
- To opportunity to file to legally bring immediate family members to live in the U.S.
- A U.S citizen can apply for more family members to live in the U.S. than a lawful permanent resident can, and often those family members can immigrate much more quickly.
- Help your children (unmarried permanent resident children under the age of 18 automatically become citizens when both parents or a single parent with child custody becomes a citizen).
- You can live outside of the U.S. without losing your citizenship.
- Traveling in some foreign countries may be easier for you when you are a U.S. citizen.
- It is easier to re-enter the U.S. as a U. S. citizen
- You do not have to renew your lawful status (lawful permanent residents have to renew their green cards every 10 years).
- A U.S. citizen cannot be excluded or deported as lawful residents can. As of September 1996 non-citizens face the risk of deportation if they plead guilty to, or are found guilty of certain criminal charges. These include convictions for domestic abuse and violations of Orders for Protection.
- Citizens have the right to receive full U.S. Social Security benefits.

To qualify, you must:

- Be at least 18 years old.
- Generally have been a lawful permanent resident of the United States for 5 years, or 3 years if married to a person who has been a U.S. citizen for at least 3 years.
- For refugees, the date of adjustment to permanent residency is rolled back to the date of arrival in the United States, not the date permanent residency was granted (use the date on the green card).
- People who enlisted in the U.S. Armed Forces during certain periods of military hostilities may be eligible for naturalization even though they are not permanent residents.
- Have been physically present in the U.S. for at least half of required residency period (2 ½ years for most applicants; 1 ½ years for applicants married to U.S. citizens).
- Not have abandoned residency.
- Plan to reside permanently in the United States.
- Willing to swear loyalty to the U.S.
- Have good moral character.
- Read, write and speak basic English (unless exempt).
- Have a knowledge of U.S. history and government (unless exempt).

Call the BASIC SKILLS HOTLINE to find a citizenship program near you, 1-800-222-1990

Sample Student Recruitment Flyer in Spanish

¿Le interesa ser un cuidadano de los Estados Unidos?

Las ventajas de ser cuidadano:

- Derecho para votar
- Ser elegible para ocupar puestos públicos
- Solicitar puestos de trabajo a nivel federal
- El proceso de reunir a su familia puede ser mucho más rápido
- Cuando uno de los padres que tiene custodia de los hijos se hace cuidadano, estos hijos también se convierten automaticamente en ciudadanos si son residentes, solteros y menores de 18 años
- Puede hacer peticiones para más miembros de su familia que los residentes permanentes
- Tiene el derecho de viajar con pasaporte estadounidense
- Puede salir del pais y vivir fuera por tanto tiempo como desee y no perder su ciudadania
- Viajar a alugons paises puede ser más fácil como ciudadano americano
- No puede ser excluido o deportado por inmigración
- Puede solicitar becas u otras ayuudas monetarias

Para calificar para la cuidadania debe de:

- Tener 18 años cumplidos
- Haber vivdo en los Estados Unidos como residente legal (con "tarjeta verde") por lo menos 5 años, o 3 años si esta casado (a) con un ciudadano (a) de los Estados Unidos
- Ser un persona de conducta moral intachable
- Poder hablar, leer y escribir plabras y frases comunes en inglés. Usted está exento de estos requisitos si es mayor de 55 años y ha vivdo legal mente como residente permanente en los EEUU durante 15 años, o si es mayor de 50 años y ha vivido legalmente como residente permanente en los Estados Unidos durante 20 años.
- Demostrar conocimientos fudamentales de la historia y forma del gobieno de los Estados Unidos.

Si desea estudiar para pasar el examen de cuidadania y estudiar para la entrevista de cuidadania favor de llamar a Thomas Larson de CLUES, teléfono- 292.0117

How to become a citizen

- Submit form N-400 to INS with 2 photos and $95.00.
- When notified by the INS, get fingerprints taken.
- Study English and U.S. history and government.
- Take test of U.S. history and government. You may take the test orally during the INS interview or a written test prior to the interview. *To call for information on the written test, see last page.*
- Go to INS for an interview. You will answer questions about history and government (unless you passed the written test) and questions from your application.
- If you pass, you will go to a swearing-in ceremony, receive your certificate of naturalization and become a citizen!

Become a citizen now !

The Immigration and Naturalization Service will increase the application fee for naturalization in the near future. The current fee is $95.00 and is proposed to increase to $225.00. As of February 1, 1998 there will be an additional $25.00 fee for fingerprints.

Where to go for help

English as a Second Language (ESL) and citizenship classes, call the Basic Skills Hotline 1-800-222-1990, to speak to someone in English, Hmong, or Spanish.

For testing sites, call the Basic Skills Hotline at 1-800-222-1990.

To receive an application for naturalization (form N-400) call 1-800-870-3676 and leave your name, address, telephone number, and the form you want. You can also pick one up at INS, 2901 Metro Drive, Suite 100, Bloomington, MN 55425.

For Legal help call:

- *Centro Legal:* 642-1890 (Spanish speakers only)
- *Oficina Legal:* 291-0110 (for residents of Ramsey County or Southern MN, all nationalities)
- *Southern Minnesota Regional Legal Services* (SMRLS) 222-3299

For a referral to an attorney:
Ramsey County Bar Referral 224-1775
Hennepin County Bar Referral 339-8777
Minnesota State Bar Referral 1-800-292-4152

MINNESOTA Literacy COUNCIL
Sharing the Power of Learning

COMMUNITY LITERACY Consortium

U.S. Citizenship

Why become a U.S. citizen
Eligibility
How to become a citizen
Where to go for help

Why become a U.S. citizen

- To be able to vote and participate fully in an American democracy. Politicians listen to people who can vote.
- To prevent the risk of deportation. If you are or have been convicted of a crime and you are not a citizen, you can be deported. U.S. citizens can not be deported.
- To protect your children. If you become a citizen before your children turn 18, they are also citizens. They can not be deported as citizens.

Most crimes are now grounds for deportation. Abuse of a spouse, child or partner, violation of an Order for Protection or No Contact Order, any drug crime, any firearm violation, welfare fraud, murder, rape, crimes involving moral turpitude, and most other crimes are causes for deportation if the conviction results in a sentence of one year or more (even if you get only a suspended sentence of 1 year or more).

- To help your family members come to the U.S. As a legal permanent resident, you can only petition for unmarried children and spouses. Citizens may also petition for parents, married children, siblings, and fiances. Unmarried children and spouses of citizens wait much less time than permanent residents to receive visas.
- To be eligible for state and federal jobs.
- In order to continue to receive money from AFDC/MFIP food supplement or General Assistance (GA) you need to apply for citizenship, or be in an English or citizenship class. These actions satisfy the requirements for obtaining these public benefits.
- Non-citizens have extra residency requirements imposed on them in the GA and AFDC/MFIP food supplement programs. If you moved to Minnesota after March 1, 1997, you may not qualify for GA if you are not a citizen. If you moved to Minnesota after July 1, 1997, you may not qualify for the AFDC/MFIP food supplement if you are not a citizen.
- Refugees, asylees, and people whose deportation has been withheld can get food stamps *only for their first 5 years* in the United States. You may not be able to get food stamps when you need them unless you become a citizen.
- U.S. Veterans — and their spouses and children — can get food stamps. However, non-citizen veterans who fought as Southeast Asian allies of the U.S. in Laos and Vietnam have no special eligibility for food stamps.
- To be able to travel outside the United States and re-enter more easily.
- *ONLY* non-citizens who were receiving SSI on 8/22/96 and non-citizens who were in the U.S. on 8/22/96 that have become blind or disabled can receive SSI indefinitely.
- Qualified non-citizens who are elderly (65 or older), but not disabled, and who were living in the U.S. on 8/22/96 and were not receiving SSI may receive SSI based on advanced age *only for their first seven years in the U.S.*, and only if they are refugees or asylees, or have been granted withholding of deportation. SSI may not be there when you need it. Become a citizen.
- If you are <u>not</u> a refugee, asylee, or have been granted withholding of deportation and you came to the U.S. <u>after</u> 8/22/96, you will not be able to get SSI until you become a citizen or have been in the U.S. for 7 years.
- To be able to live outside of the U.S. and not lose your citizenship.
- To be able to run for public office.
- To avoid fees and paperwork with the INS. U.S. citizens never have to renew their certificates of naturalization.
- To protect yourself from changes that target non-citizens. Government policy is based on whether individuals are citizens or non-citizens.

Eligibility

- Be at least 18 years old.
- Have been a lawful permanent resident of the United States for 5 years, or 3 years if married to a person who has been a U.S. citizen for at least 3 years.
- Have been physically present in the U.S. for at least half of required residency period (2 1/2 years for most applicants; 1 1/2 years for applicants married to U.S. citizens).
- Not have abandoned residency in the U.S.
- Be willing to swear loyalty to the U.S.
- Have good moral character.
- Read, write, and speak basic English (unless exempt).
- Have a knowledge of U.S. history and government (unless exempt).

Office address: 2901 Metro Drive, Suite 100
Bloomington MN 55425

Send N-400 to

INS
Northern Service Center
P.O. BOX 87400
Lincoln, NE 68501-7400
Attn : N-400 Unit

Office hours: 7:30a.m. - 6p.m. Monday
7:30a.m. - 3p.m. Tuesday through Thursday

All applications or petitions should be mailed or taken to the above address. If you are filing in person and you wish to be scheduled for an interview at a later date, you must appear at the office no later than 2p.m. (no later than 5p.m. on Mondays).

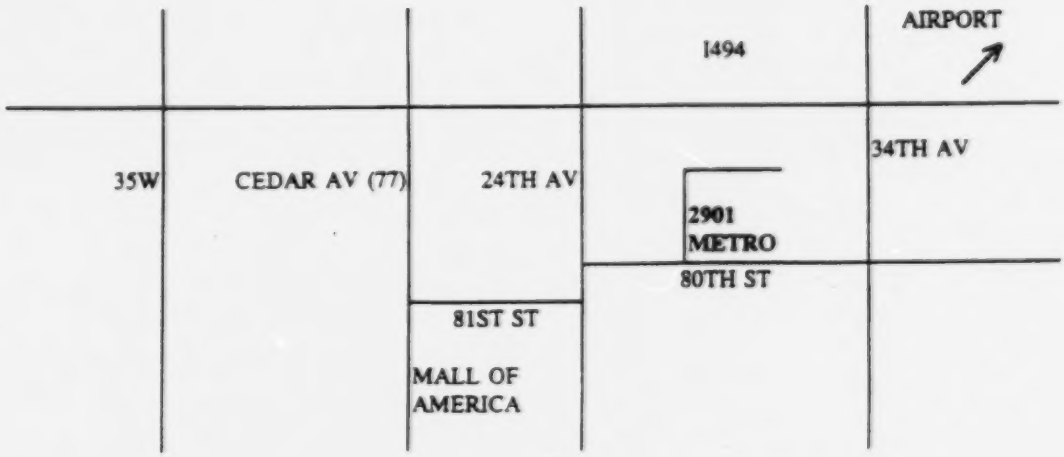
If an interview is required, you will be scheduled for a personal interview at the Bloomington office approximately 90 days after receipt of the completed application. Appointments will **NOT** be scheduled until you have submitted a properly completed application, accompanied by all required supporting documents with signatures and proper fee, where applicable. Fingerprint charts may be completed by your local police department or at our office. Photographs may also be taken at our office. There is a fee of $9.00 for two photographs, and $9.00 for one set of fingerprints.

Interviews are also conducted at the following locations, however, if you are applying for citizenship or naturalization you **MUST** take the oath of allegience in the state in which you reside.

MINNESOTA	NORTH DAKOTA	SOUTH DAKOTA
International Falls	Grand Forks	Pierre
Noyes	Fargo	Rapid City
Duluth	Bismarck	Sioux Falls
Fergus Falls	Minot	
	Portal	

WHEN SUBMITTING YOUR APPLICATION, PLEASE INDICATE YOUR CHOICE OF INTERVIEW LOCATION. North and South Dakota appointments take place twice yearly. Appointments in Minnesota are scheduled Monday through Thursday three to four months in advance.

If you have questions, need information, or need a form, please call 612-854-7754 between 7:30a.m. and 3p.m., Monday through Friday. If you need a form, call 1-800-870-3676.



WR-710 3231
02/12/96

Application, Testing and Legal Resources

Alternative Citizenship Testing Sites:

It is strongly recommended to pre-register for the test; walk-ins the day of the test are allowed only if there is room. Payment must be by money order (not by check or cash).

International Institute of Minnesota (ETS)
1694 Como Avenue, St. Paul (647-0191)
Tests the second Saturday of each month. Cost is $26.00 if pre-registering, $30.00 walk-in.

Riverland Community College (ACT)
2200 Tech Drive, Room 113, Albert Lea (1-800-498-6482)
Testing is the second Wednesday of each month. Registration needs to be received 30 days prior to the day of the test. The fee is $25.00 if pre-registered, $30.00 the day of the test.

Vinh Catholic Mission, Inc (CASAS)
1754 Lafond Ave, St. Paul (Tong Nguyen, 215-2241; 282-7003)
Testing is offered once a month in the morning and afternoon. Pre-register at least 3 weeks before and pay $20.00. Walk-ins the day of the testing pay $28.00.

Robbinsdale Schools (CASAS)
7940 55 Avenue North, New Hope, MN 55428 (533-5148)
Testing is offered twice a year. Pre-register at least 3 weeks before and pay $20.00. Walk-ins the day of the testing pay $28.00.

Processing Centers

Services Provided: filling out application (N-400), fingerprinting, photographs, and submitting applications to INS. Cost will vary. **The cost to apply to INS is $95.00.** Legal advice, in general, is not given.

International Institute of Minnesota
1694 Como Avenue, St. Paul (Chris Weigand, 647-0191)
You must make reservations and get materials before the workshop. Cost for participating is $15.00, photographs are $9.00, and fingerprints $10.00.

International Institute of Minnesota (INS office)
2901 Metro Drive, Suite 100, Bloomington, 55425
Fingerprint ($10.00) and photograph ($9.00) services are provided.

World Relief
1515 East 66th St., Richfield, MN 55423 (Mary or Natalya 798-4332)
Citizenship application review $20.00, citizenship application filled out for you $40.00, photographs $10.00, fingerprints $10.00. You must call and make a reservation for either a Monday or Thursday.

Catholic Charities, Refugee and Immigration Services
215 Old 6th St. St. Paul, MN 55102 (222-3001)
You must call and make an appointment for any of the following services: explanation and help filling out the N-400 $30.00, fingerprints $7.00, photographs $8.00.

Other Organizations That Provide Application/Legal Assistance

Centro Legal, Inc.,2575 University Avenue West, Suite 135,St. Paul, MN 55114-1024 (642-1890). Citizenship workshops offered throughout the state of Minnesota to help Spanish-speakers complete the application for citizenship and provide legal assistance if necessary.

Oficina Legal of Legal Assistance to Ramsey County (LARC) 179 East Robie Street, St. Paul (291-2579) Provides help in processing citizenship papers for low income people in Southwestern and Southeastern Minnesota.

Southern Minnesota Regional Legal Services (SMRLS), 529 Jackson #221, St. Paul (222-3299). Provides help in processing citizenship papers for low income people.

Legal questions concerning citizenship can be answered at 1-800-326-1588 or 612-222-3299 in the metro area. Ask for the citizenship program. You can also fax a question to 612-222-3599.

International Institute, 1694 Como Avenue, St. Paul, (647-0191).

If you do not know an attorney, you may call an attorney referral organization and ask for an attorney with expertise in immigration law. (These attorneys will charge for their service).

- Ramsey County Bar Referral 224-1775
- Hennepin County Bar Referral 339-8777
- Minnesota State Bar Referral 1-800-292-4152

Services That Can Go to Your Site

Centro Legal (see above)

Southern Minnesota Regional Legal Services (SMRLS) (see above)

World Relief - Photographs, fingerprints and application assistance for groups of 10 or more. (see above)

IMMIGRANT LEGAL RESOURCE CENTER

1663 Mission St., Suite 602 / San Francisco, CA 94103 / (415) 255-9499 / Fax 255-9792

1394 Bay Road / East Palo Alto, CA 94303 / (415) 853-1600 / Fax 853-1608

Reply to:
San Francisco ✓
East Palo Alto

Bill Ong Hing
Susan Lydon
Eric Cohen

Mark Silverman
Katherine Brady
Susan Bowyer
Marina Garcia

Nancy Mowery
Ron Lang
Anne Ross

TO: ALL TEACHERS, LEGAL WORKERS FROM NON-PROFIT AGENCIES, PERSONS WORKING WITH SENIORS AND THE DISABLED, SOCIAL WORKERS, GOVERNMENT EMPLOYEES, AND PRO BONO ATTORNEYS

FROM: MARK SILVERMAN, IMMIGRANT LEGAL RESOURCE CENTER (ILRC)

RE: FREE TELEPHONE CONSULTATION ON CITIZENSHIP

The ILRC has recently received a two-year grant to provide technical assistance on citizenship issues, and group processing of citizenship cases, including free telephone consultation services for legal staff from non-profit agencies, teachers, persons working with seniors and the disabled, social workers, government employees and pro bono attorneys throughout the country.

To take advantage of the phone consultation services, please:

Call the ILRC at 415 255-9499 extension 400 (as in the N-400 form) between 10 A.M. and 3 P.M. (Pacific Standard Time) Monday through Friday. To save time, as soon as you hear the beginning of our recorded message, press "400". Please leave a message that you have a citizenship (or naturalization) question, and let us know the name of your non-profit agency or school or that you are a pro bono attorney. You may want to let us know what is the best time to return your call during our phone consultation hours.

OR

Fax your naturalization question to the Attorney of the Day at 415 255-9792, giving us the information requested above.

We hope to hear from you soon with your questions about naturalization. In order to be available to legal workers, social workers, government workers and teachers, please do not refer your clients or students to us.

Thank you. We look forward to talking with you.

COALITION FOR CITIZENSHIP

May 14, 1998

This legal education booklet was written by:

Angela McCaffrey, Esq., Director, General Practice Clinics, Hamline University School of Law
Laura Melnick, Esq., Southern Minnesota Regional Legal Services, Inc. (SMRLS)

With thanks very much for assistance from:

Glenda Potter, Esq., Managing Attorney, SMRLS Cambodian Legal Services Project
Hoa Young, Assistant to St. Paul Mayor Norm Coleman
Neng Mai Xiong, Vice President, and Tong Lee, Treasurer, Lao Veterans of Minnesota, Inc.
John Petroskas, Esq.
Pacyinz Lyfoung, Esq.
Karen Ellingson, Esq., Executive Director, Immigrant Law Center of Minnesota (Oficina Legal)
Rosemary Frazel, Esq., Children's Defense Fund (formerly with Legal Services Advocacy Project)
Lee Ann Wolf, Minnesota Literacy Council
Lesley Guyton, Esq.
Maria Baldini-Potermin, Esq., Immigrant Law Center of Minnesota (Oficina Legal)

TWENTY THIRD REVISION

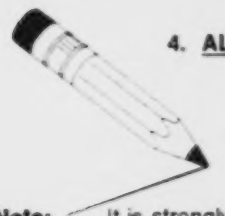
To check whether the twenty-third version of this booklet is the most current version available, call Laura Melnick at 222-5863

World Relief, 798-4882
1515 E. 66th St., Richfield 55423

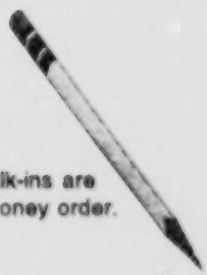
Robbinsdale Schools, 533-5148
7940 55th Ave. N., New Hope 55428

Metro North Literacy Project, 755-6626
9920 Zilla Ave. NW, Coon Rapids 55433

Adult and Family Learning ABE, 566-5452
7301 Zane Ave., Brooklyn Park 55443



4. ALTERNATIVE CITIZENSHIP TESTING SITES



Note: It is strongly recommended that applicants pre-register for the test. Walk-ins are permitted on the day of the test only if there is room. Payment must be by money order.

International Institute of Minnesota (ETS), 647-0191
1694 Como Ave., St. Paul 55108
---- Tests the second Saturday of each month. Cost: $26.00 in advance, $30.00 for walk-ins.

Riverland Community College (ACT), 1-800-498-6462
2200 Tech Dr., Room 113, Albert Lea 56007
---- Tests on the second Wednesday of each month. Register 30 days before the test. Cost: $25.00 in advance, $30.00 the day of the test.

Robbinsdale Schools (CASAS), 533-5148
7940 55th Ave. N., New Hope 55428
---- Tests offered twice a year. Register three weeks before the test. Cost: $20.00 in advance, $28.00 the day of the test.

Vinh Catholic Mission, Inc. (CASAS), Tong Nguyen, **282-7003**
St. Paul (call for location and test date)
---- Pre-register by phone, pay at test time. Cost: $28. Pay only by money order, made out to "CASAS."

5. APPLICATION PROCESSING CENTERS

Note: Services provided include help in filling out the N-400 citizenship application; taking photographs; and submitting applications to the INS. Costs will vary. In general, legal advice will not be given, although it may be available at some sites.

Catholic Charities, Refugee and Immigration Services, 222-3001
215 Old 6th St., St. Paul 55102
---- Call and make an appointment to receive: an explanation of the process and help in filling out the N-400 form ($30); and the taking of photographs ($8).

Centro Legal, 642-1890
2575 University Ave. W., Ste. 135, St. Paul 55114
---- Call for information on joining a citizenship application workshop. Informational session free, application completion session $25. Centro Legal serves only Latino clients.

Jewish Family and Children's Service of Minneapolis, 542-4815
1500 S. Hwy. 100, Ste. 100, Minneapolis 55416

Brian Coyle Center, 338-7002, ext. 217
420 15th Ave. S., Minneapolis 55454

Korean Service Center, 342-1344
620 Cedar Ave. S., Minneapolis 55454

VMA, 290-4791 (open to all ethnic groups)
At Cedar Riverside, 620 Cedar Ave. S., Minneapolis 55454

Suburban Citizenship Classes
(programs are arranged by zip code)

South Suburban Adult Basic Education, 457-9441
517 Marie Ave., S. St. Paul 55075

Stillwater ABE, 351-8408
1875 Greeley St., Stillwater 55082

North St. Paul, Maplewood, Oakdale ISD 622 Community Education, 773-4550
1961 E. County Rd. C, Maplewood 55109

Mounds View Adult Basic Education, 639-6039
Ralph Reeder Center, 500 10th St. NW, New Brighton 55112

Roseville Adult High School, 604-3553
1910 W. Cty. Rd. B, Roseville 55113

South Suburban Adult Basic Education, 457-9441
Moreland School, 217 Moreland Ave., West St. Paul 55118

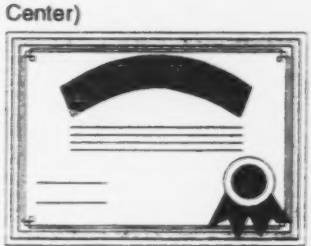
Rahncliff Learning Center, 683-8585
2030 Rahn Way, Eagan 55122

West ABE, 682-8567
214 NE 1st Ave., Buffalo 55313

Carver Scott Educational Cooperative, 368-9362
Crosby Park, 309 Lake Hazeltine Dr., Chaska 55318

Burnsville, Eagan, Savage School for Adults, 707-4125
288 W. Burnsville Pkwy., Burnsville 55337

Eden Prairie Education Center, 885-8550
8440 Mitchell Rd., Eden Prairie 55344 (must register at Bloomington Educational Center)



Westonka Adult Basic Education, 491-8051
5600 Lynwood Blvd., Mound 55364

Bloomington Educational Center, 885-8550
8900 Portland Ave. S., Bloomington 55420

Creekside Community Center, 885-8550
9801 Penn Ave., Bloomington 55420 (must register at Bloomington Educational Center)

Jewish Community Center, 698-0751
1375 St. Paul Ave., St. Paul 55116

M.O.R.E. (Multicultural School for Empowerment), 487-2728
96 East Wheelock Pkwy., St. Paul 55117

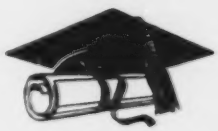
Women's Association of Hmong and Lao (WAHL), 772-4788
McDonough Homes, 1544 Timberlake Rd., St. Paul 55117

Minneapolis Citizenship Classes

(programs are arranged by zip code)

Institute for Education & Advocacy, 871-6350
1730 Clifton Pl., Ste. 1-A, Minneapolis 55403-3242

Franklin Learning Center, 630-6830
Franklin Library, 1314 E. Franklin, Minneapolis 55404



Pillsbury Neighborhood Services, Waite House, Xao Vang, **721-1681**
2529 13th Ave. S., Minneapolis 55404

University of Minnesota Extension Service, 721-1681
1525 Glenwood Ave., Minneapolis 55404

Urban Communities Association of Minneapolis, 870-4416
333 S. 12th St., Minneapolis 55404

Southeast Asian Community Council, 377-0778
423 Bryant, Minneapolis 55405

Common Bond Communities Advantage Center, 288-0756, 530-6784 (pager)
2910 Franklin Ave. E., Apt. 202, Minneapolis 55406 (for residents of Seward Towers)

English Learning Center, 827-4709
3045 Chicago Ave. S., Minneapolis 55407

United Cambodian Association of Minnesota, 222-3299
New Village Center, 2730 Portland Ave. S., Minneapolis 55407

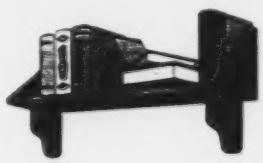
Learning in Style, 870-1815
2608 Blaisdell Ave. S., Minneapolis 55408

Minneapolis Public Schools, Lehmann Adult Education Center, 627-2458
1006 W. Lake St., Minneapolis 55408 (may have citizenship classes at other locations)

Person to Person, 623-4438
(for residents of Stevens House Coop, Riverside Plaza) 55408, 55454

Sabathani Community Center, 821-2301 (Jessica Tonn-Parodo)
310 E. 38th St., Minneapolis 55409

North Side Learning Center, 377-6432
611 Emerson Ave., Minneapolis 55411



Southeast Asian Community Council, 377-0778
1209 Glenwood, Minneapolis 55411

2. CITIZENSHIP CLASSES:

To learn about classes in outstate Minnesota or about classes that have started since this publication, call the MINNESOTA LITERACY COUNCIL'S **BASIC SKILLS HOTLINE, 1-800-222-1990**

St. Paul Citizenship Classes
(programs are arranged by zip code)

Lao Family Community, Poua Vang, **221-0069**, location to be determined

United Cambodian Association of Minnesota, 222-3299
529 Jackson St., Ste. 221, St. Paul 55101

D.E.A.F., 290-4822
Hubbs Center for Lifelong Learning, 1030 University Ave., St. Paul 55104

HAP (Hmong American Partnership), 603-9601
Spruce Tree Centre, 1600 University Ave., Ste. 12, St. Paul 55104

Hmong Cultural Center, 488-8403
773 N. Milton, St. Paul 55104

Hubbs Center for Lifelong Learning, 290-4822
1030 University Ave., St. Paul 55104

Skyline Towers, 645 2068, 818-4763 (pager)
1247 St. Anthony Ave., #207, St. Paul 55104

Vietnamese Minnesotan Association, 290-4791
Hubbs Center for Lifelong Learning, 1030 University Ave., St. Paul 55104

Vietnamese Social Services of Minnesota, 644-1317
1821 University Ave., #S-150, St. Paul 55104

Hmong National Organization, 290-2343
Roosevelt Community Center, 11575 Ames, St. Paul 55106

United Cambodian Association of Minnesota, 222-3299
Roosevelt Community Center, 11575 Ames, St. Paul 55106

Women's Association of Hmong and Lao (WAHL), 772-4788 (only for those 58 or older)
Roosevelt Community Center, 11575 Ames, St. Paul 55106

CLUES (Chicanos Latinos Unidos en Servicio), 292-0117
220 S. Robert St., St. Paul 55107

Jane Adams School, 227-9291
Neighborhood House, 179 E. Robie St., St. Paul 55107

United Cambodian Association of Minnesota, 222-3299
Torre de San Miguel Homes, 58 Wood St., St. Paul 55107

International Institute of Minnesota, 647-0191
1694 Como Ave., St. Paul 55108

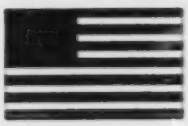
psychologist will have to fill out **Form N-648** certifying that, because of your impairment, you do not have the ability to learn English and civics sufficiently to pass the citizenship test.

7. **FILE** your application and photos and the required documents by mailing them to: **U.S. Department of Immigration and Naturalization (INS), P.O. Box 87400, Lincoln, NE 68501-7400.** You will need a $95 **FILING FEE**. (Costs for photos should be under $15 to $20).

8. Attend an **INTERVIEW** with an INS examiner, which includes questions about your application. Unless you qualify for a waiver, you must also:

(I) Take an English, U. S. history and government **TEST** orally at the INS; or
(II) Take a written multiple choice **TEST** at an authorized test site (See end of booklet for locations and other information).

9. Attend a **CEREMONY** and take an **OATH** of loyalty to the United States.



III. Where to Go for Help

Note: This is not a comprehensive list.

1. LEGAL ASSISTANCE:

If you do not know an attorney, you may call an attorney referral organization and ask for an attorney with expertise in immigration law. These attorneys will charge for their services.

- Ramsey County Bar Referral **224-1775**
- Hennepin County Bar Referral **339-8777**
- Minnesota State Bar Referral **1-800-292-4152**

Other organizations that provide legal assistance include:

Centro Legal, 642-1890
2575 University Ave. W., Ste. 135, St. Paul 55114
---- State-wide citizenship workshops for Spanish-speakers; some legal assistance

International Institute, 647-0191
1694 Como Ave., St. Paul 55108

Immigrant Law Center of Minnesota (Oficina Legal), 291-0110
179 E. Robie St., St. Paul 55107
---- Help in processing citizenship papers for low-income residents of Southern Minnesota

Southern Minnesota Regional Legal Services, Inc. (SMRLS), 222-3299
529 Jackson St., Ste. 221, St. Paul 55101
---- Help in processing citizenship papers for low-income people.

2. ESL CLASSES:

To learn about ESL classes near where you live anywhere in the state, call the MINNESOTA LITERACY COUNCIL'S **BASIC SKILLS HOTLINE, 1-800-222-1990.**

age of 18.

4. Have "good moral character." **NOTE**: 1.) If you have been ordered by a court to pay child support, you must be **paying** to be eligible for citizenship. 2.) If you are on **probation** for the conviction of an offense which doesn't disqualify you from getting citizenship, you must **wait** until the probation has been successfully **completed** before you can apply for citizenship.

5. Swear loyalty to the United States.

6. Be able to pass a test of U. S. history and government through an interview in English or a multiple a multiple-choice written test. You must also write a short sentence in English. The language, history and civics requirements may not apply if you are able to qualify for a **WAIVER** based on:

- your **age** and the **length of time you have lived in the U.S.**; or
- **a physical, mental or developmental disability** that prevents you from being able to learn English and civics sufficiently to pass the citizenship test.

a. People **over 50** who have resided in the U. S. at least **20 years** after lawful admission as a permanent resident or who are **over 55** and have lived in the U. S. at least **15 years** after lawful admission may take the citizenship test through an interpreter.

b. Special consideration is given to applicants **over 65** who have been lawful permanent residents for **more than 20 years**. They may take a less demanding civics test through an interpreter. They will be asked 10 questions and must answer only 6 correctly.

c. People unable to take and pass the English and civics parts of the citizenship test due to a physical or developmental disability or mental impairment **may not have to take the test at all** (See paragraph II (6) below, under "How to Become a Citizen").

II. How to Become a Citizen

1. Fill out an **APPLICATION** for Naturalization, **Form N-400**. (Call the Immigration and Naturalization Service (INS) form line at **1-800-870-3676** to get the form). Answer all questions truthfully. A section of the form lists additional eligibility questions. If you have concerns or questions, **SEEK THE ADVICE OF AN ATTORNEY BEFORE FILING YOUR APPLICATION TO AVOID DEPORTATION.**

2. Have 2 or 3* color **PHOTOS** of yourself taken within 30 days. Photos must meet INS rules and can be taken at the INS office. (*Form N-400 requires 2 photos, the amended federal regulations require 3; the INS accepts 2).

3. Have your **FINGERPRINTS** taken (**after** you file your application), if you are between the ages of 14 and 75. Read section III (6) below to find out about the new regulations. You cannot have your fingerprints taken until you receive your **fingerprint appointment card** from the INS.

4. Fill out **Form G-325B** if you ever served in the armed forces of the United States. If your application is based on military service, submit **Form N-426**.

5. If your application is for a permanent resident child of a U. S. citizen, you will also need copies of the child's birth certificate and parents' marriage certificate, and evidence of the parents' U. S. citizenship. If the parents are divorced, you will need to submit a copy of the divorce decree and evidence that the citizen parent has legal custody of the child.

6. If you can't take and pass the citizenship test due to a developmental, physical, or mental disability, you will need to seek a **WAIVER**. A licensed medical doctor or licensed

III. Other Reasons Why You May Want to Become a Citizen

VOTING: U. S. citizens have the right to vote in elections. By voting, you can have more control over the things that affect you and your communities, including immigration and the rights of minority groups. Immigrants contribute to the United States in many ways, and they should be able to make their voices heard.

HELPING RELATIVES IMMIGRATE: U. S. citizens can apply for more family members than lawful permanent residents can, and often those family members can immigrate much more quickly.

TRAVELING: U. S. citizens can travel abroad for as long as they like without losing their legal status. It is generally easier to re-enter the U. S. as a citizen. Also, it is easier for U. S. citizens with a U. S. passport to travel in some foreign countries.

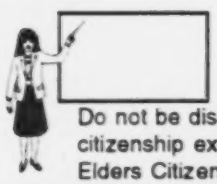
GETTING CITIZENSHIP FOR CHILDREN: When parents become citizens, they may apply for citizenship for their minor children who are permanent residents. The children do not need to take the citizenship test. (See below, section B(I)(3)).

HOLDING SOME JOBS: Only U. S. citizens can work for the Federal government and at certain State government jobs.

NOT NEEDING TO RENEW LAWFUL STATUS: U. S. citizens never have to renew their certificates of naturalization. They also don't have to pay the expense of renewing green cards.

CITIZENSHIP GIVES YOU MORE LEGAL RIGHTS.

B. HELP WITH CITIZENSHIP



I. You Can Become a Citizen!

Do not be discouraged. According to INS statistics, most of the people taking the citizenship exam are able to pass the test on the first attempt. It has been the experience of the Elders Citizenship Program at the United Cambodian Association of Minnesota that more than 90% of permanent residents the Association works with who have limited English skills **are able** to become citizens after participating in classes.

TO BECOME A CITIZEN YOU MUST:

1. Usually be a lawful permanent resident (LPR) for at least 5 years. Some exceptions apply (an applicant who is married to a U. S. citizen only has to be an LPR for 3 years).

2. Have been physically present in the U.S. for at least half of that period (2½ years for most applicants; 1½ years for applicants married to U. S. citizens), and <u>not</u> have left your home in the U. S. for long during that time.

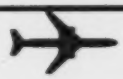
3. Be at least 18 years old to apply for citizenship on your own. Children under the age of 18 automatically become citizens if, in single-parent families, the one parent naturalizes or, in two-parent families, both parents naturalize. In two-parent families, if only one parent naturalizes, the parent who becomes a naturalized citizen may apply for citizenship for any unmarried child under the

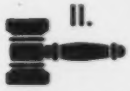
- **NON-CITIZENS LAWFULLY RESIDING IN THE U.S. ON A PERMANENT BASIS WHO DON'T FIT WITHIN AN MA CATEGORY OF ELIGIBILITY SHOULD QUALIFY FOR GENERAL ASSISTANCE MEDICAL CARE (GAMC).** If you are ineligible for MA because you are not elderly or disabled by SSI standards, or because you are not a member of an AFDC or MFIP-S household, you may be able to get medical coverage through GAMC. GAMC is a state-funded program similar to MA. You can't get GAMC for your first 30 days in Minnesota, but the 30-day bar can be waived in the case of medical hardship. As with MA, sponsor-deeming may affect your eligibility for GAMC.

- **NON-IMMIGRANTS AND NON-CITIZENS WHO ARE ILLEGALLY IN THE U.S. CAN GET GAMC IF THEY ARE UNDER THE AGE OF 18 OR ELDERLY OR DISABLED BY SSI STANDARDS.** You must agree to cooperate with the INS to try to change your immigration status.

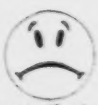
- **NON-IMMIGRANTS AND PEOPLE ILLEGALLY IN THE U.S. CAN GET EMERGENCY GAMC.**

CITIZENSHIP PROTECTS YOUR RIGHTS TO GOVERNMENT BENEFITS WHEN NEEDED.





II. Protection from Removal Proceedings (Formerly Deportation or Exclusion Proceedings)



On September 30, 1996, President Clinton signed a new immigration reform law that changes the way that immigration cases are processed. If you are a non-citizen, you now face the risk of removal (deportation) if you plead guilty to or are found guilty of certain criminal charges.

If you are a non-citizen with a criminal conviction or violation of a protection order, you may get or have gotten a notice that you are being put in removal (deportation) proceedings. These notices are going out to adults and teenagers who have been convicted of certain crimes, whether they are on probation, are serving a prison sentence, or have completed a prison sentence (even if it has been many, many years since the crime was committed). Many types of offenses may make you removable (deportable), even some misdemeanor crimes. Congress recently eliminated most defenses for these cases. Keep in mind:

- ☐ Even fairly minor convictions for domestic abuse or violations of protection orders, including No Contact orders and Orders for Protection (OFPs), are grounds for removal (deportation).

- ☐ Certain juvenile court adjudications, called "Extended Juvenile Jurisdiction" or EJJ adjudications, may be grounds for removal (deportation).

- ☐ If you are currently involved in a criminal case, make sure you consult with your defense attorney about the immigration consequences of a guilty plea or conviction.

In general:
- ✕ **DON'T COMMIT CRIMES.**
- ✕ **AVOID PROBLEMS WITH THE POLICE.**
- ✕ **IF YOU HAVE EVER BEEN CONVICTED OF ANY CRIMINAL VIOLATION OR VIOLATION OF A PROTECTION ORDER IN THE PAST, TALK TO AN IMMIGRATION ATTORNEY BEFORE YOU FILE AN APPLICATION FOR NATURALIZATION!!!**

CITIZENSHIP PROTECTS YOU FROM THE THREAT OF REMOVAL (DEPORTATION)

(**lower benefits to new residents for 12 months**) was **enjoined (stopped)** by a state court judge on December 5, 1997 pending further legal proceedings. A 30-day residency requirement for family Emergency Assistance, however, went into effect on January 1, 1998 and may affect your ability to get emergency shelter if you are new in the state.

- **HUD HOUSING SUBSIDIES WILL COUNT AS INCOME TO REDUCE MFIP-S GRANTS** for **all** MFIP-S recipients, regardless of citizenship status. Beginning **July 1, 1999**, **$100** of the value of your HUD housing subsidy will count as unearned income to reduce your MFIP-S cash grant.

b. General Assistance (GA)

- **LEGAL IMMIGRANTS, WHETHER "QUALIFIED" OR "UNQUALIFIED," MAY GET GA.** If you are a legal immigrant who is not eligible for SSI because you are not "qualified" under PRWORA, you can still get GA (**$203** per month for a single adult). To qualify, you must fit into a GA category or group. If under age 70, you must take steps toward becoming a citizen, by enrolling in an ESL or citizenship class, or by filing an application for citizenship. Sponsor-deeming may affect eligibility.

- **ONLY MINNESOTA "RESIDENTS" CAN GET GA.** A law limiting new residents arriving after July 1, 1997 to the amount of GA they would have received in their former state for their first 12 months here (and to **NO** benefits for your first 12 months if your former state didn't have a GA program) was **enjoined** (**stopped**) by a state court judge on December 5, 1997. A 30-day residency requirement is still in effect. A requirement affecting non-citizen applicants was eliminated by the legislature this year. (Under the old law, if you were a non-citizen GA applicant, you had to **have been living in Minnesota** on **March 1, 1997** or **have become elderly or disabled after March 1, 1997** to qualify).

- **A NEW FOOD SUPPLEMENT EXISTS FOR NON-MFIP-S RECIPIENTS WHO HAVE LOST FOOD STAMPS BECAUSE OF IMMIGRATION STATUS.** If you are a legal non-citizen not receiving MFIP-S, you should qualify for a new food supplement for non-citizens. The new "Minnesota Food Assistance Program" will be run like the Food Stamp program. From July 1 until September 30, 1998, the amount of benefits you can get is the average per-person Food Stamp issuance, paid for with state funds. The benefits will be provided in cash until October 1, 1998, when you will be able to get benefits using your Electronic Benefit card. Also beginning October 1, the amount of food benefits you will get is the level you would have gotten in Food Stamps if you were a U.S. citizen. The program runs from July 1, 1998 through June 30, 1999.

c. Medical Benefits

- **MEDICAL ASSISTANCE (MA) COVERAGE IS AVAILABLE TO ALL NON-CITIZENS PERMANENTLY RESIDING HERE LEGALLY WHO FALL WITHIN AN MA CATEGORY OF ELIGIBILITY.** Depending on the date you arrived in the U.S., MA will be paid either with federal or with state funds. If you are an "unqualified" non-citizen permanently in the U.S. with the knowledge and acquiescence of the INS, you must agree to try to change your immigration status. MA categories include living in an AFDC or MFIP-S household, or being elderly or disabled by SSI standards. Sponsor-deeming may affect your eligibility.

- **EMERGENCY MA IS AVAILABLE EVEN TO UNDOCUMENTED NON-CITIZENS AND TO NON-IMMIGRANTS (NON-CITIZENS RESIDING HERE ON A TEMPORARY BASIS).** While non-citizens who are not legally in the U.S. cannot get regular MA coverage, you can get MA for the treatment of an "emergency medical condition" if you fall within an MA category of eligibility. An emergency condition can't involve an organ transplant. "Emergency medical conditions" include pregnancy, childbirth, and care for 60 days after your child is born.

2. CHANGES IN STATE LAW

In 1997, the Minnesota legislature created its new family cash assistance program, deciding who is eligible for family cash assistance benefits, medical coverage, and some state-funded public assistance programs. In 1998, the legislature made a few more changes. Below are some of the most important changes affecting low-income non-citizens in Minnesota:

a. Family Cash Assistance (AFDC & MFIP-S)

- **THE AFDC PROGRAM IS OVER**. By now, the AFDC program is over, for almost everyone. AFDC has been replaced with a cash assistance program for families called the Minnesota Family Investment Plan-Statewide, or "MFIP-S." You can get MFIP-S if you are otherwise eligible and living here **legally** on a permanent basis. If you are a non-citizen who is **not** here legally or who is here on a temporary basis, you are **not** eligible.

MFIP-S recipients get cash benefits, along with a food portion (rather than Food Stamps), to meet food needs. If you are a non-citizen who is no longer eligible for Food Stamps because of immigration status, you cannot get the regular (federal) food portion of the grant.

MFIP-S offers you fewer opportunities to go to school, and most recipients will have to work to get their grants. You should get Medical Assistance (MA), child care, and supportive services to help you go to work. Sponsor-deeming may affect your eligibility.

- **A FOOD SUPPLEMENT PROGRAM TEMPORARILY REPLACING LOST FOOD STAMPS FOR NON-CITIZEN FAMILIES WAS EXTENDED**. Most AFDC and MFIP-S recipients should qualify for a state-funded food supplement if they have lost their Food Stamps because of immigration status. The benefit amount is the amount that you would have received in MFIP-S food benefits.* You must take steps toward becoming a citizen, such as taking citizenship or ESL classes or filing an application for citizenship. The food supplement program will end on June 30, 1999.

* **Note:** Because the food supplement is given in cash (rather than in coupons), it is being counted as income for some government programs, affecting rents and eligibility for subsidized and public housing, and eligibility for fuel assistance. By October 1, 1998, the supplement should be available through the electronic benefit system.

- **MOST PEOPLE WON'T BE ABLE TO GET MFIP-S FOR MORE THAN FIVE YEARS IN THEIR LIFETIME**. PRWORA has dictated that states set lifetime limits for recipients of family cash assistance, with five years as the lifetime maximum. Minnesota has chosen a five-year limit, which applies regardless of citizenship status. The five years began on July 1, 1997 with AFDC.

- **MFIP-S RECIPIENTS MAY HAVE TO WORK EVEN IF THEY CAN'T SPEAK ENGLISH WELL**. Difficulty understanding or speaking English is not seen as an automatic barrier to your getting a suitable job under the new MFIP-S work requirements. You will have toprove that your trouble with English is a barrier to your ability to work. If you can prove it, your county employment plan must include intensive ESL.

- **ONLY MINNESOTA "RESIDENTS" CAN GET AFDC, MFIP-S, AND EMERGENCY FAMILY ASSISTANCE**. Minnesota initially established two residency requirements for all AFDC and MFIP-S applicants, regardless of citizenship: a 30-day requirement and a "durational" requirement. Under the first requirement, you can't get benefits for your first 30 days in Minnesota. That requirement is still in effect. The second requirement would have left new residents with the level of benefits they would have received in their former state for their first 12 months in Minnesota. This requirement

(v) **FEDERAL LAW CHANGES HAVE MADE IT HARDER FOR CHILDREN, REGARDLESS OF IMMIGRATION STATUS, TO GET SSI.** The 1996 law has changed the way Social Security decides if children are disabled. Fewer children will qualify for SSI under the new method.

b. Food Stamps

(i) **MOST NON-CITIZENS CANNOT GET FOOD STAMPS, EVEN IF THEY ARE "QUALIFIED."** The bar on Food Stamps applies to non-citizens who were in the U.S. on August 22, 1996, as well as to those who have arrived since August 22, 1996.* There are exceptions:

(1) – If you are a refugee or asylee or have had your deportation withheld, you can get Food Stamp benefits, but **only for your first five years in the U.S.**

(2) – If you are a U.S. veteran, an active-duty member of the U.S. armed forces, or the spouse or unmarried dependent child of a veteran or active-duty member, you can get Food Stamps **without time limits**. The surviving spouse of a deceased U.S. veteran can also get benefits, so long as you have not remarried.

Note: Hmong and Laotian war veteran are **not** considered U.S. veterans, even though the Act says it is the "sense of Congress" that you should be treated as veterans.

(3) – If you have worked for 10 years (40 "work quarters") in the U.S., at Social-Security-covered work, you can get Food Stamp benefits without time limits. Quarters worked by your spouse or your parent when you were a minor can be credited.

Note: Since December 1, 1996, work quarters won't count toward the 10 years if the worker received Food Stamps, AFDC, MFIP-S, SSI, or Medical Assistance during the quarter.

(ii) **LEGAL NON-CITIZENS WHO WERE GETTING FOOD STAMPS WERE CUT OFF SEPTEMBER 1, 1997** unless they could meet exception (1), (2) or (3), above.

* **Note:** A bill that just passed the Senate and is now before the House of Representativess would **restore** Food Stamps to some non-citizen immigrants, including Hmong and Laotian war veterans and their families; disabled non-citizens in the U.S. on 8/22/96; and elderly non-citizens who were 65 or older and living in the U.S. on 8/22/96. The bill would also **extend** Food Stamp benefits from 5 to 7 years after arrival for refugees and asylees.

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c. Other Federal Benefits for Non-Citizen Immigrants

Regardless of your immigration status, you should be able to receive: •emergency medical coverage (see below); •non-cash emergency disaster relief; •school lunch and school breakfast benefits; •public health immunizations, and testing for and treatment of communicable diseases; •benefits through Head Start or the Job Training Partnership Act (JTPA); and •some school assistance and benefits.

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d. A Word of Caution About Reporting Requirements

Under PRWORA, all welfare agencies are required to furnish the INS (the Immigration and Naturalization Service) with the names and addresses of, and other "identifying information" on, anyone they **know** is "unlawfully" in the U.S. Public housing agencies (PHAs) contracting with the Dept. of Housing and Urban Development (HUD) must also report to the INS. These reporting requirements could deter non-citizens who are not legally here from applying for benefits for which they, or their minor children, might be eligible.

a. SSI Benefits

(Benefits for Disabled or Elderly [Age 65 or Older] Low-Income People)

(I) MOST LEGAL NON-CITIZENS WHO WERE RECEIVING SSI BENEFITS ON AUGUST 22, 1996 CAN KEEP THEIR SSI BENEFITS.

- If you are a "qualified" non-citizen recipient who is **elderly**, **blind**, or **disabled**, you can **continue** receiving SSI **indefinitely**.
- If you are "unqualified" but **legally** here on a permanent basis, you can **keep** receiving SSI until **OCTOBER 1, 1998**. You may be able to keep getting SSI even **after** the October 1, 1998 cut-off if your receipt of SSI is based on a "very old" SSI application, **filed before January 1, 1979**. Benefits will end only if Social Security shows "clear and convincing evidence" of your ineligibility.

(II) "QUALIFIED" NON-CITIZENS NOT RECEIVING SSI MAY QUALIFY FOR SSI NOW IF THEY WERE IN THE U.S. ON AUGUST 22, 1996.

- If you are a "qualified" legal non-citizen who was here in the U.S. on August 22, 1996 but who wasn't on SSI at that time, you are SSI-eligible **without time limitations** when you are found to be **BLIND** or **DISABLED**.
- You can only get SSI based on **ADVANCED AGE** if you are a refugee, asylee, or immigrant for whom deportation has been withheld. Eligibility lasts only for **your first seven years in the U.S.**, or for seven years after you receive asylum or your deportation is withheld. Benefits will end after seven years unless you meet the SSI **disability** standards.

(III) "UNQUALIFIED" NON-CITIZENS (WHETHER LONG-TIME RESIDENTS OR NEWLY-ARRIVED) WHO ARE NOT ON SSI ARE NOT ELIGIBLE FOR SSI.

(IV) MOST NEW LEGAL IMMIGRANTS (ARRIVING AFTER AUGUST 22, 1996) ARE NOT ELIGIBLE FOR SSI FOR THEIR FIRST SEVEN YEARS IN THE U.S.* However, you can get SSI without time limits if you are a U.S. veteran, active-duty member of the armed forces, or the spouse or minor child of a veteran or active-duty member. If you are a refugee or asylee or have had your deportation withheld, you can get SSI for your **first seven years** in the U.S.

* **Note:** If you are a **new** immigrant, you may **not** be eligible for **any** "need based" benefits, because your sponsor's income may count as if it were your own income. This **"sponsor-deeming"** was authorized in the 1996 PRWORA law and applies to you **ONLY** if you are a "family-based" or an employment-based immigrant. It does **not** apply to you if you are a refugee or asylee. Sponsor-deeming began on December 19, 1997 with the use of new PRWORA-authorized "Affidavits of Support" for **newly** arrived immigrants. These affidavits, unlike earlier affidavits, are legally-enforceable contracts. There are two **exceptions** to sponsor-deeming for people who are otherwise subject to it:

- Indigence Exception: Sponsor-deeming will **not** apply if it is determined that if sponsor-deeming is applied you would go hungry or become homeless. During 12 months, only the **actual** amount of support provided by your sponsor will be counted as income to you. Your sponsor is **not** relieved of support obligations. Affidavits of Support will be enforceable by you **and** by the government against your sponsor for the cost of benefits provided to you.

- Battered Spouse and Child Exception: Sponsor-deeming will **not** apply for 12 months in cases in which you or your child have been **battered or subjected to extreme cruelty** by your sponsor. To qualify, you cannot have participated in the abuse of your child. The batterer's income and resources will **not** be credited to you, even after 12 months, if the battery is recognized in a court order or in a prior INS determination.

A. THE BENEFITS OF CITIZENSHIP

I. Government Benefits for Non-Citizens

A lot of welfare reform law changes have happened in the past two years. Both federal and state laws have changed. The changes listed below affect low-income residents who are not U.S. citizens.

1. CHANGES IN FEDERAL LAW

On August 22, 1996, the President signed the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA) into law. The effects of the 1996 law on low-income people nation-wide are immense. The law:

- Eliminated the 60-year federal guarantee of assistance to low-income children;
- Replaced the federal/state AFDC structure with "TANF" block grants to states;
- Included strict work requirements for recipients of family cash assistance;
- Imposed lifetime limits on the receipt of family cash assistance; and
- **Eliminated SSI and Food Stamp eligibility** for many **non-citizens**.

On August 5, 1997, Congress passed the Balanced Budget Act of 1997 (the Act), **reversing** some and **keeping** others of the more harsh provisions of PRWORA. In general, many non-citizens can now get SSI based on disability, but most still can't get Food Stamps or SSI based on advanced age. Here are some specifics of the law changes. Please note that the following definitions are used in these laws:

YOU ARE A "QUALIFIED" NON-CITIZEN if you are an immigrant who:		**YOU ARE AN "UNQUALIFIED" NON-CITIZEN**, whether you are here legally or illegally, if you:	
✓	was lawfully admitted for permanent residence under the Immigration and Nationality Act;	✗	don't have proper immigration papers (are an "undocumented" immigrant);
✓	is a refugee (includes Haitian, Cuban, and Amerasian immigrants);	✗	came to the U.S. with a fiancé ("K" or "K-1") visa;
✓	was granted asylum;	✗	have applied for suspension of deportation under a deportation action;
✓	was "paroled" into the U.S. for at least a year;	✗	are lawfully present in the U.S., having a pending application for adjustment or asylum, or being a lawful temporary resident under an amnesty program; or
✓	was granted "conditional entry" into the U.S. before April 1, 1980;	✗	are a "non-immigrant," having come with temporary protected status; on a student, visitor, or temporary work visa; or through a visa waiver pilot program.
✓	is a "battered" non-citizen*; or		
✓	have had your deportation withheld.		

* **Note:** You are a battered non-citizen if you have an approved or pending petition showing that you are protected under the Violence Against Women Act. The person responsible for the battery or cruelty must no longer live in your household. There must be a substantial connection between the abuse and the need for the benefits at issue.

The purpose for this booklet is twofold: to encourage non-citizens to consider the benefits of United States citizenship; and to make the process of becoming a citizen easier, with lists of local resources that are available for help along the way.

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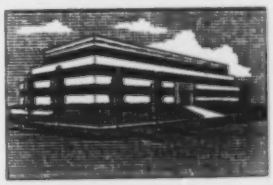
International Institute of Minnesota, 647-0191
1694 Como Ave., St. Paul 55108
---- Make reservations and get materials in advance for citizenship application workshops. Cost: $15; photographs $9.

Immigrant Law Center of Minnesota (Oficina Legal), 291-0110
179 E. Robie St., St. Paul 55107
---- Call for free help in processing citizenship papers if you are low-income and live in Southern Minnesota.

Southern Minnesota Regional Legal Services, Inc. (SMRLS), 222-3299
529 Jackson St., St. Paul 55101
---- Get free help in processing citizenship papers if you are low-income.

World Relief, 798-4332
1515 E. 66th St., Richfield 55423
---- Call and make a reservation: for a citizenship application review ($20); to get your application filled out ($40); or to get photographs ($10). Site visits are available with a guarantee of a group of 10 or more.



6. FINGERPRINT SITES

NOTE: The fingerprint process for citizenship has changed. At this time, places formerly authorized to take fingerprints (private agencies, known as "Designated Fingerprinting Services," as well as law-enforcement agencies) are no longer permitted to do fingerprinting for naturalization purposes. The INS will soon be establishing a number of satellite INS offices, called "Application Support Centers" (ASCs), where you will have to go to have your fingerprints taken. These fixed offices will be supplemented with mobile units, which will travel to areas far from the fixed sites.

For now, file your application for citizenship **without submitting a fingerprint card. After** you send in your application, **you will be notified of a time to have your prints taken at a Support Center (ASC) or at a mobile unit**. Fingerprinting costs **$25**.

NOTE: This booklet does not provide legal advice on any individual case. If you have a legal problem, please call an attorney. Laws change, and agencies change in their missions. At some point, this booklet will become outdated. It is intended to provide general information only, and not legal advice.

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Adult Options in Education
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INDIAN EDUC.
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Addendum to the Coalition for Citizenship's List of Citizenship Programs 10/22/97

Minneapolis

Institute for Education & Advocacy, 871-6350
1730 Clifton Place, Suite 1-A, Mpls., 55403-3242

U of M Extension Service, 374-8420
1525 Glenwood Avenue, Mpls., 55405

Pillsbury Neighborhood Services, 338-5282
Brian Coyle Community Center, 420 15th Avenue So., Mpls., 55454

Robbinsdale Area Adult Academic Program, (612) 533-5148
7940 55th Avenue N., New Hope, 55428

St. Paul

Southern Minnesota Regional Legal Services, 222-3299
700 Minnesota Bldg./46 E. 4th Street, St. Paul, 55101

Centro Legal, 642-1890
2575 University Ave., Suite 135, St. Paul, 55114

D.E.A.F., 297-6700
P.O. Box 75128, St. Paul, 55175-0128

Greater Minnesota

Duluth Adult Learning Center, (218) 727-4804
ISD#709/2 East 2nd Street, Duluth, MN 55802

Mankato Area Life Lines, (507) 345-5222
110 Fulton Street, Mankato, 56001

Rochester Adult Literacy Program, (507) 287-1963
201 NW 8th Street, Rochester, 55901

ABE - Moorhead Public Schools, 233-4502
810 4th Avenue South, Moorhead, 56560

Faribault Area ABE/Townsquare Mall, (507) 334-0069
201 S. Lyndale, ALC, Faribault, 55021

Dist.# 518 Community Education, (507) 376-6105
2011 Nobles Street, Worthington, MN 56187

Riverland Community College, (507) 433-0658
1900 8th Avenue N.W., Austin, MN 55912

District #742 Community Education, (320) 251-1733
628 Roosevelt Road, St. Cloud, MN 56301

U of M Extension Service, (507)794-7993
300 2nd Avenue SW, Sleepy Eye, 56085

Willmar Public Schools - ABE, (320) 231-8500
611 West 5th Street, Willmar, 56201

IV. TEACHING RESOURCES

IV. Teaching Resources

Teaching Citizenship

Citizenship Materials and Activities

Citizenship Preparation for Adult ESL Learners, ERIC Digest

Citizenship Education Resources for Adult ESL Instructors, NCLE Notes

Curricular Strategies in Citizenship Preparation, Aliza Becker & Marketa Lindt

100 Typical Citizenship Questions

25 Naturalization Questions

Interview Questions

N-400 Vocabulary

Dictation Sentences

Sample format of INS' written test (not the testing agency's test)

Teaching Materials: Texts, Videos, Cassettes, Software

Citizenship Resources

Education Requirements and Free INS Citizenship Materials

CASAS Bibliography of Citizenship Materials

NCLE Annotated Bibliography: Citizenship Education for Immigrants

NCLE Annotated Bibliography: Citizenship Curricula for Immigrants

Teaching Citizenship

What you need to teach:	Details:	Tools and strategies:
Benefits of obtaining citizenship, roles, responsibilities		Advantages and Disadvantages of Obtaining Citizenship (included) Various books and web sites (see Citizenship Resources)
Citizenship Process	Eligibility - application - study - decide on testing format - written test (optional) - INS interview (and oral test if written was not taken) - swearing-in ceremony	MLC's Tutor In-Services Videos: "U.S. Citizenship a Dream Come True" "Becoming a U.S. Citizen: Reasons and Requirements" Various books and web sites
Basic U.S. history and government	Two approaches: teach the course as a social science or civic education course in which historical and cultural information taught may or may not be on the test and of which ESL instruction can be a part **or** teach only those items which will be on the test.	100 Typical Citizenship Questions Books and curricula (see Citizenship Resources) Games Images Realia Videos: "Video Guide to the Citizenship Test" "U.S. Citizenship a Dream Come True" Software
English	Listening and speaking	Listening comprehension is shown verbally and non-verbally (remain standing, raise your right hand, sit down)
	Writing : - Written test: two dictation sentences spoken three times. - Oral test: one or more dictation sentences will be written on the bottom on the N-400 form	List of Dictation Sentences - phonic rules - spelling tests - word counting - completion of blanks - many drills at varying speeds

	Reading - may be asked to read a short passage	- sounding out words
Testing Strategies	Written test: - eliminating obviously wrong answers - guessing - finding correct dot on scantron sheet	Scantron answer sheet Practice multiple choice tests
	Oral test: - asking clarification and rephrasing - asking examiner to speak more slowly	Mock interviews Daily practice
Preparation for the INS interview	Description of the interview Oral test (unless written test was taken and passed) Questions from the N-400	Mock interviews N-400 vocabulary Asking for clarification and rephrasing Asking examiner to speak more slowly Video "Will they Pass"

Citizenship Materials and Activities

Realia and other materials

- Maps of the U.S., the 13 colonies and the world, a U.S. flag.
- The N-400 application.
- The 100 Typical Citizenship Questions.
- A scantron bubble answer sheet.
- Voter registration information, a voting ballot.
- Images of George Washington ($1.00 bill), Abe Lincoln ($5.00 bill), Martin Luther King, pilgrims, Native Americans, the 4th of July, Thanksgiving, the White House, slavery, civil rights demonstrators, the Civil War, etc.

Videos:

- "1942, the Quest of Paradise," 1992. Show the first 10 minutes to illustrate Columbus' voyage to the Americas and his ships.
- Movie about Martin Luther King, (MLK) "I Have a Dream" speech, or a film about the civil rights movement and what it fought against.
- About the citizenship process, the test questions, and mock interview.
- Make your own video using individuals who have become naturalized citizens in a mock interview and giving a testimony explaining their experience.
- School House Rock video (how a bill becomes a law).

Audio:

- The Star-Spangled Banner.
- Make a tape of 100 Typical Questions (in an unfamiliar order and using many different voices).
- A home-made tape of the Pledge of Allegiance or the Preamble to the Constitution.

Activities

- *Flash cards* - Have learners make a set of flash cards with the 100 typical questions and put the answers on the back. Although this is time consuming, students can spend this time becoming familiar with the questions and it allows them to study outside of class.

- *Dictation* - Both the written and oral test require learners to listen to and write down one or two sentences. Possible dictation practice includes: 1) Dictate vocabulary words; 2) Dictate questions; 3) Dictate answers; 4) Dictate questions and have the learners write down the answers; 5) Dictate the answer and have the student write down the question; 6) Dictate from the list of INS dictation sentences; 7) Dictate a sentence and have students count the number of words you said.

- *Grids* - Grids are a useful tool for organizing information in a simplistic form which aids comprehension and is helpful to those with a good visual memory. They can: **organize information** such as,personal information (name, age, number of children, date of birth, etc.), the branches of government, the wars from the Revolutionary to WWII; **foster discussion** on the immigrant groups, when and why they came, the difference between the government of the U.S. and the governments of the students native countries; and **foster interaction and communication between students** such as, students quiz each other using a grid, students interview each other to obtain information to complete a grid (name, yes/no, question: Have you ever_____?).

- *Mock Interviews* - Create an environment similar to the interviewing site. Have a waiting area where learners wait to be called (the class) and a separate area for the interview with a flag and pictures of the president on the wall. If possible have the interview be a person unknown to the students, formally dressed.

- *Drills* - Instead of the standard, ask a question and the learner produces the answer, give the learner the answer and have the learner produce the question(s).

- *Multiple Choice* - A variation to the paper and pencil multiple choice is to show the class 3 pictures and say a sentence that applies to only one of them. The learner chooses the appropriate picture. A variation is to show one picture and give three statements.

- *Information Gap Activities* - These activities take a variety of forms. They provide speaking and listening practice by requiring the learners to interact and to receive and produce needed information.

  Activity 1: Give pairs different articles or paragraphs to read with 5-10 questions about their partner's reading. After reading the article, the learners should ask each other questions, thus requiring each learner to internalize and verbalize what they have read.
  Activity 2: Divide learners into pairs and give them a list of ten questions and ten answers. Have the questions numbered and the answers lettered. Using only English, have the learners match the numbers with the letters.
  Activity 3: Give pairs of students interview questions. Each person in the pair has a different set of questions. Actually they could be nearly the same questions asked in a different way (Where do you live? What is your address).

- *Games*: **Jeopardy** **Trivial Pursuit**
  Vocabulary Bingo **Other board games**

  Tic-tac-toe - assign each space on a tic-tac-toe board a number that corresponds to a U.S. History and Government question. In pairs, players take turns playing a winning a square by answering the question correctly.

  Memory - A set of 12 pairs of cards is needed. Pairs could include a word, phrase or concept written on 1 card with the definition, the native language equivalent or a picture on the second card. Each pair of learners take turns trying to find the pairs of cards that match. The cards are turned down in rows of six. A player turns over any 2 cards. If the cards do not match, they are returned face down to their original position. If the player picks a match s/he keeps them in a pile and takes another turn. The player who picks up the most pairs of cards wins the game.

- *Student-centered instruction* - Remember to relate citizenship instruction to the students. Facilitate discussion, for example, on the reasons why they or our forefathers came to the United States. The examples are endless.

A Reference Manual for Citizenship Instructors, Immigration and Naturalization Service, 1987
Citizenship Preparation for Adult ESL Learners, ERIC Digest, June 1997
The Naturalization Process in New Mexico: A Guide for ESL Teachers and Advocates, 1991, Catholic Social Services of Albuquerque, Inc. & New Mexico State Department of Education

ERIC Digest

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National Clearinghouse for ESL Literacy Education

Citizenship Preparation for Adult ESL Learners

by Thomas Nixon, Visalia Adult School, CA
Fran Keenan, National Clearinghouse for ESL Literacy Education

Learning to become good citizens has been part of immigrant education throughout US history. Early in this century, for example, settlement houses established programs to help newcomers assimilate. Classes to assist immigrants through a naturalization process that includes passing the U.S. Immigrant and Naturalization Service (INS) exam are a newer phenomenon. Such classes have seen dramatic enrollment gains as record numbers of people—five million in the last five years—have become citizens (Constable, 1997). This trend is due to recent high levels of immigration, new federal laws regarding immigrants and public benefits, and immigrants' fears about anti-immigrant sentiment and where it might lead.

This digest will describe the educational requirements of the naturalization process and give English as a second language (ESL) teachers a variety of activities to use when preparing learners for the citizenship exam.

The INS Exam

Speaking English has been a requirement for citizenship since the turn of the last century, however, it was not until 1950 that strict mandates about reading and writing English became part of the naturalization requirements (Becker, 1993). Today, most applicants must meet English literacy and civics requirements, although there are some exemptions for elderly or disabled applicants.

An INS examiner evaluates the applicants' knowledge of US history and government by asking selected questions from the N-400 application and from a list of 100 questions. A short written dictation is also given. Each INS district has individual discretion over assessment of the history and civics information and some districts accept standardized tests results. However, the ability to speak and understand English must still be demonstrated in an oral interview.

Citizenship Classes

Citizenship classes are usually offered within publicly funded education programs or at community or social service organizations. These classes can be distinct courses or a series of lessons within a general ESL class. They vary in duration and emphasis and are sometimes taught bilingually. They do not always include ESL instruction.

Service providers indicate that the number of low-literate learners—some of whom have been in the United States for many years without taking language classes—is rising in citizenship classes (Becker, 1997). Many of these low-literate learners became residents in the early 1990s as part of the 1986 Immigration Reform and Control Act (IRCA) which allowed undocumented immigrants to gain residency. (See Terdy & Spener, 1990.) Older and disabled immigrants, who face a possible cutoff of social services, are also attending classes in greater numbers (Rimer, 1996).

The Teacher's Role

Aliza Becker, a citizenship education consultant, stresses that teachers must distinguish between the educational and the legal aspects of citizenship preparation. It may be detrimental, for example, to encourage learners to seek citizenship before their papers are in order. Becker and Lindt (1996), describe the following elements of the citizenship teacher's role: teaching the benefits of citizenship; education about the naturalization process; preparation for the oral and written exams including teaching language skills, culture, content, test-taking strategies, and instilling confidence; empowerment; and *referrals* for legal advice. It is important that the teacher not assume the role of legal advisor, especially for applicants who have had legal problems or a lengthy absence from the United States. The teacher should be familiar with local organizations that offer free or low-cost legal assistance.

Approaches to Teaching Citizenship

Teachers use two basic approaches in teaching citizenship. The first is to teach the course as a social science or civic education course in which learners are taught historical and cultural information that may or may not be on the citizenship test. (See Pereira, 1993). General ESL instruction can be part of this approach. The other approach is to teach only those items that will be on the test. Sometimes this is done bilingually. Although learners receive a solid introduction to U.S. history and government in the first approach, it may not prepare them for the INS interview. As one teacher says, "...I agree with the notion of teaching civic participation and not the test, but... [learners are] telling me, 'Look, we have the rest of our lives to learn about the system. I really need to pass this test.' " (Fredella, 1997, pp. 4-5). In contrast, while the other approach may prepare learners for the test, it does not necessarily prepare them to be good citizens. Therefore, instructors need to take from both approaches to teach learners both what they need to know to pass the test and what they need to know to be active citizens.

Learners often enroll in classes shortly before their INS interviews, not allowing sufficient time to prepare. This is problematic, especially if the applicant has low English literacy skills. To increase mastery of the language and literacy needed to pass the exam, teachers can encourage the formation of study teams for practice outside of class.

Activities for Teaching Citizenship

Using a variety of materials in the citizenship class provides context for learners, especially those with minimal English literacy skills (Holt, 1995). Materials should be as authentic as possible. An American flag, patriotic posters, and images of the White House, Lincoln, Washington, and Martin Luther King are examples of visual aids that can help low-literate learners better understand the content.

Regardless of the learner's English proficiency and literacy level, classroom instruction must not be limited to textbook work. Following are some activities, most of which are based on the INS list of 100 questions, from which the majority of INS interview questions are

drawn. (Example: What do we call a change to the Constitution?)

Question Division - Arrange the 100 INS questions according to theme. Most of the questions fit neatly into such themes as the presidency, the Congress, or the Constitution. There will be overlap because questions will fit into more than one theme. By breaking up the questions in this manner, the teacher will be able to present neat, concise thematic units.

Contests - Many learners enjoy competition. This is particularly true for those whose home country's educational systems emphasize memorization, speed, and individual achievement. To run a contest, divide the class into teams and have the teacher ask the questions, have a learner ask the questions, or have the teams choose and ask the questions. Start with one individual and ask questions until a mistake is made, then go on to the next individual. The winner is the one who answers the most questions before making a mistake.

Information Gap Activities - Information gap activities provide learners with the opportunity to think critically. An example of an activity is to divide learners into pairs with a list of ten questions and ten answers. Have the questions numbered and the answers lettered. Using only English, have the learners match the numbers with the letters.

Tape-recording - Since it is unlikely that the INS interviewer will sound exactly the same as the teacher, learners must have opportunities to hear the questions from other native speakers of English, for example, the teacher's friends or family members. Try for a variety of accents and intonations. Alternately, have the learners collect their own samples. This will give them the opportunity to speak to a native speaker of English. A third option is to let the learners themselves read and record the questions. Although this will take a great deal of time, it will foster test familiarity.

Flash Cards - Have the learners make themselves a set of 100 question flashcards and write the answers on the back. Although this will take a lot of class time, it will allow learners to study the questions outside of class.

Dictation - Since the test requires that learners to listen to and write down one or two sentences, practicing dictation is vital. Many learners are more afraid of this particular part of the test than of any other part of the interview. Possible practice formats are: Dictate questions to the learners. Dictate answers. Dictate the questions, and then have the learners write down the answer to the question. Dictate the answers and then have the learners write down the corresponding question.

Role-play - Pretend that the teacher is the INS examiner. Create an environment in the classroom that is similar to the testing situation. Include such props as the American flag and photographs of the president.

Drill Patterns - Drill and practice can be a valuable technique for memorizing answers for the exam. Some possible drills are: a) The teacher recites a question and learners repeat the question. b) The teacher recites a question and the learners give the answer. c) The teacher recites the answer and the learners recite the question. If necessary, the teacher can break down the sentences into meaningful chunks that can be used for further practice. Pronunciation drills can be added as well. A drill that provides practice with rephrasing the question is also useful as the INS examiner may do so during the interview.

Cloze Exercises - Hand out worksheets with some text deleted. Possible high-level texts are the *Star-spangled Banner*, the *Pledge of Allegiance*, or the *Preamble to the Constitution*. The teacher can also have learners read aloud a passage from a history book or recite one from memory. Write it on the chalkboard. Erase every fifth word. Have the class read it filling in the missing words.

Testing Practice - Teach learners how to sign up for and take the written test. (This could include a field trip to the local INS office.) Make sure that learners know how to take multiple choice tests and provide opportunities for practice (Silliman 1997). Practice versions of the standardized tests are available from several publishers.

Resources

Most citizenship texts on the market are not of a level that will be accessible to low-level learners (Silliman, 1997). In fact, according to Aliza Becker (personal communication, June, 1997), available texts often "require a much higher level of literacy than is needed for the test and totally leave out the English language skills needed for the interview." Teachers will need to adapt materials for these learners. The following are some general resources:

Teachers can visit the INS World Wide Web site at http://www.ins.usdoj.gov to download or order forms, receive updates about the citizenship tests, and read the answers to frequently asked questions (FAQ's).

The 100 test questions on US history and government are included in many textbooks and are available through many INS district offices.

The Immigrant Legal Resource Center (1663 Mission St., Suite 602, San Francisco, CA 94103) publishes citizenship materials focussed on the legal process.

A video resource for teachers and learners, "The INS Interview: Will They Pass?" (Available from Miller Educational Materials, 1-800-636-4375.), shows dramatized citizenship interviews and asks viewers to discuss and decide whether selected people will pass.

Conclusion

It is becoming increasingly evident that, to succeed in the United States and to have access to the full range of government sponsored services, immigrants need to become citizens. The ESL/citizenship teacher can play an important role by helping learners achieve the English language skills and content knowledge they need to take and pass the citizenship exam.

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Citizenship Education Resources for Adult ESL Instructors

Because of the recent welfare reform and immigration reform legislation, adult education programs have seen a surge of interest among immigrants in acquiring citizenship. Some elderly immigrants, especially, are concerned about losing benefits such as Social Security and housing assistance. Enrollment in specialized citizenship preparation classes has risen, and " citizenship"has been voiced frequently by learners as their goal in studying English as a second language (ESL).

In the wake of this demand, adult ESL teachers are eager for resources to help them prepare their students for the citizenship process, from submitting application forms to practicing for the written and oral Immigration and Naturalization Service (INS) exams. Even after applicants pass the standardized government and history test, they must still demonstrate basic English listening and speaking ability at their citizenship interview. ESL classrooms can offer many opportunities; however teachers must also be cautious. They should leave the legal advice to those who are trained to navigate naturalization's tricky course.

National Resources

The World Wide Web can be a good information source about many groups concerned with immigration and immigrants, including those which provide legal assistance. Be sure to look at the public information and frequently asked questions (FAQs) section of the INS website at http://www.ins.usdoj.gov/index.html. Call the INS at 1-800-870-3676 to get copies of the application for naturalization forms.

In January 1997, the Emma Lazarus Fund, part of the Open Society Institute, gave $11.8 million to 22 groups "assist legal immigrants, both by helping them become citizens and by advocating for their rights." Visit the Emma Lazarus webpage at http://soros.org/emma_lazarus.html or call the Open Society Institute at (212) 887-0167 to learn more about this initiative.

One of the funded projects is at the Immigrant Legal Resource Center (ILRC) in San Francisco. Call them for free legal consultations to groups (not individuals) assisting low-income applicants for naturalization at (415) 255-9499, ext. 400 (10 am-3 pm PST).

The National Association of Latino Elected and Appointed Officials (NALEO), also a recent recipient of Emma Lazarus funding, operates toll-free bilingual hotlines for people seeking naturalization information. English and Spanish-speakers can both call 1-800-34-NALEO or 1-800-44-NALEO.

To keep up with the latest information on federal and local policies affecting immigrants, see Immigrant Policy News from the Immigrant Policy Project of the State and Local Coalition on Immigration, 444 North Capitol St., NW, Suite 515, Washington, DC 20001. It is also available on the web at http://www.ncsl.org/statefed/ipphmpg.htm.

The National Immigration Forum has a new website at http://www.immigrationforum.org. It features factsheets on immigration, publications, and links to related sites.

Selected Student Texts

A variety of commercial and noncommercial texts for teaching citizenship content are available. Below is a list of some titles to get you started. Many other adult education publishers have citizenship materials. This is not a comprehensive list.

Although naturalization requirements have changed somewhat since these books were prepared, most of the other material in these books is still very timely. Contact local or national INS offices for up-to-date forms and information.

Citizenship Now: A Guide for Naturalization (1995) by Aliza Becker and Laurie Edwards (Contemporary Books).

Preparation for Citizenship (1995) by Valdez, Riedel, and Burgos (Steck Vaughn).

U.S. Citizen, Yes: Interactive Citizenship Preparation (1996) by Roanna Magy (Heinle & Heinle)

Voices of Freedom: English and Civics for the U.S. Citizenship Exam (1994) by Bill Bliss and Steven Molinsky (Prentice Hall).

Of the People: US History (1991) by Deborah Short, Margaret Seufert-Bosco, and Allene Grognet (Delta Systems).

By the People, For the People: US Government and Citizenship (1992) by Deborah Short, Margaret Seufert-Bosco, and Allene Grognet (Delta Systems).

Teacher Resource

Building Bridges: A Resource Guide on Citizenship (1993) by Aliza Becker. Available from the Curriculum Publications Clearinghouse. (800) 322-3905.

Selected Videos

The INS Interview: Will They Pass the Test? (1996). Available from Miller Educational Materials, Inc., 3030 Surry St., Los Angeles, CA 90027. (800) 636-4375.

U.S. Citizenship: A Dream Come True (1995). Available from Asian Pacific American Legal Center (APALC) of Southern California. (213) 748-2022, ext. 47.

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NCLEnotes Page

NCLE Homepage

US citizenship and ESL

Curricular strategies in citizenship preparation

by Aliza Becker
and Marketa Lindt

Part I of this article appeared in the February/March 1996 issue of TESOL Matters. *Part II appeared in the April/May 1996 issue*

Millions of immigrants in the US are applying for citizenship, and there is an urgency to their cause. Welfare and immigration reform proposals threaten to cut many public benefits to legal immigrants until citizenship is achieved. The proposed legislation would have particularly harsh effects on the unskilled and working poor, the low literate, and the elderly.

Unfortunately, it is precisely for these vulnerable immigrants that attaining citizenship is most difficult. To become a US citizen, applicants need to pass the Immigration and Naturalization Service's (INS) citizenship exam, which tests for basic oral, spoken, and written English, and basic knowledge of US government and history. Many applicants with low native language literacy skills and basic oral and aural English skills need significant preparation to pass the INS exam.

It is incumbent upon educators to devote their skills to developing new models of classes with appropriate content and methodology to prepare citizenship applicants effectively to overcome this intimidating hurdle. Traditional models of citizenship preparation classes were a basic civics survey taught in English. Students needed to have reached a minimum intermediate level of English to understand the class. Some programs screened out many students whose English was insufficient (referring them to ESL classes) while others relied on self-selection.

Many of the students who are now requesting citizenship classes acquired lawful permanent residence through refugee resettlement and the "amnesty" legalization program of the late 1980s. The ESL classes previously offered to these applicants had limited goals: to prepare refugees for basic survival and entry-level employment and to provide amnesty applicants with the legislatively mandated 60-hour English/civics class.

The students who are now urgently pursuing citizenship cannot afford the years of study necessary to prepare for the citizenship exam under the traditional model. Educators need to develop content-specific ESL classes for citizenship preparation that focus on the linguistic, cultural, and substantive civics knowledge needed for the exam. The essential curricular components are civics and history, reading, dictation, testing strategies, and the INS interview. Additionally, instructors of soon-to-be citizens have a unique opportunity and responsibility to incorporate empowerment themes into the citizenship preparation classes.

Curricular components

Civics and history. Under current law, the civics and history content of the citizenship exam is contained in the lengthy federal citizenship textbooks. In practice, many INS districts use the content of the "100 Questions" for citizenship published by the INS. Applicants can satisfy the civics and history requirement by passing a test at the INS interview or an INS-approved standardized test prior to the interview.

The format of the INS-administered test ranges from the traditional one-on-one oral interview to new standardized in-house testing in certain districts. INS-approved standardized testing agencies offer multiple choice tests of 20 questions with scantron answer sheets; applicants must answer 12 of the 20 questions correctly and pass an independently graded dictation.

Dictation. For the low literate, the dictation is the most challenging component of the exam. Standardized testing agencies provide sample dictations for preparation assistance. At in-house INS exams, the INS districts have varying policies on the content of the dictation. Generally, the dictation is repeated two or three times. Grading rules vary from absolute accuracy to phonetic representation. Educators need to develop the dictation component with phonetic rules, spelling tests, word counting, completion of blanks, and many drills at varying speeds.

Reading. The INS often assumes reading ability through the multiple choice or standardized test. Sometimes applicants are asked to read a short passage.

Testing strategies. Strategies for multiple choice tests include eliminating obviously wrong answers, guessing, and finding the correct dot on the scantron sheet. Oral interview strategies include asking for clarification and rephrasing and asking the examiner to speak more slowly.

INS interview. The examiner generally begins the INS interview by telling the applicant "Remain standing. Raise your right hand. Do you swear to tell the truth and nothing but the truth so help you God." You may sit down."

The applicant must respond appropriately to the examiner's command to take the oath. The examiner then proceeds with the interview: primarily yes/no and wh questions about the content of the N-400 citizenship application. Typical questions include: "Are you still at the same address?" "Do you want to change your name?" "How long were you outside of the country?" This portion of the interview is both an oral English test and a legal review of the contents of the application. Educators should practice with their students responses to questions based on the N-400 application.

How do you know what to teach?

Each INS district differs from others in testing procedures and may abruptly alter procedures in response to a policy change. For example, to process the enormous backlog of applications more rapidly, the Chicago INS District recently shifted from a long-established tradition of one-on-one oral interviews to group multiple-choice written tests. At first, the pass rate—typically around 90% at the Chicago office—plummeted as applicants who had anticipated and prepared for an oral interview faced an entirely unexpected testing format. It is anticipated that the pass rate will climb steadily as the newly initiated public outreach campaign advises applicants and educators about the new testing procedure.

To prepare students properly for the citizenship exam, it is critical that teachers determine what procedures the INS District office uses and then continue to monitor changes. Immigration advocacy organizations are often a valuable resource for obtaining this information.

Educator advocacy for improvements in testing

The role of educators is not limited to preparing students within the bounds of INS rules. The INS must administer exams that test for the statutory requirements, yet has a mandate to give due consideration to diverse applicants. Educators should pursue opportunities to work with the INS to develop standards that further mutual goals. In Chicago, ESL and citizenship educators are cooperating with the local immigrant advocacy coalition and INS to develop tests that satisfy legal requirements without raising unnecessary barriers for low-literacy applicants.

Citizenship and student empowerment

New citizens can and should have an important voice in shaping our democracy. Ironically while anti-immigrant forces have provided a stimulus for immigrants to pursue citizenship, the new citizens are in a stronger position to advocate for their interests. Educators have the opportunity to weave the tools of social change inherent in the democratic process into the course content to give it more personal meaning. Teachers should also stress the importance of education in effective citizenship and motivate students to continue their education even after they succeed in becoming new citizens.

Aliza Becker is the director of Adult Education at the Heartland Alliance for Human Needs and Human Rights (formerly known as Travelers & Immigrants Aid). She is also the author of Building Bridges: A Resource Guide on Citizenship *(1993, Curriculum Publications Clearinghouse) and co-author of* Citizenship Now: A Guide for Naturalization *(1995, Contemporary Books).*

CITIZENSHIP NOW
A Guide for Naturalization

There's more to becoming a citizen than just knowing U.S. history and civics. Print and audio combine in this new program to review the basics of U.S. history and civics, tackle the dictated sentence and INS interview, and provide a part-by-part look at the N-400 application form.

- ★ Includes 100 questions from the INS
- ★ CASAS and ETS practice tests
- ★ INS interviews, dictations, and other oral exercises on optional audiotape
- ★ Overview of the entire naturalization process from application to INS interview

Level: High beginning to intermediate ESL
Size: 176 pages, 8 ½ x 11"
Price: From $6.95/book

FOR MORE INFORMATION OR A SAMPLE COPY, CALL:
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CONTEMPORARY BOOKS

August/September 1996

100 Typical Citizenship Questions

These questions come from the INS. They have been arranged in order by theme.

	Answers
The government structure	
1. How many branches are there in our government?	1. Three
2. What are the three branches of our government?	2. Legislative, Executive, Judiciary
Legislative branch	
3. What is the legislative branch of our government?	3. Congress
4. Who makes laws in the United States?	4. Congress
5. What is Congress?	5. The Senate and House of Representatives
6. What are the duties of Congress?	6. To make laws
7. Who elects Congress?	7. The people
8. How many senators are there in Congress?	8. One Hundred
9. Why are there 100 senators in the Senate?	9. Two are elected from each state
10. Can you name the two senators from your state?	10. Rod Grams, Paul Wellstone
11. How long do we elect each senator?	11. Six years
12. How many representatives are there in Congress?	12. Four hundred thirty five
13. How long do we elect the representatives?	13. Two years
14. Where does Congress meet?	14. The capitol in Washington D.C.
15. How many times may a senator be re-elected?	15. There is no limit
16. How many times may a congressman be re-elected?	16. There is no limit
Judiciary branch	
17. What is the judiciary branch of our government?	17. The Supreme Court
18. What are the duties of the Supreme Court?	18. To interpret laws
19. Who is the chief justice of the Supreme Court?	19. William Rehnquist
20. Who selects the Supreme Court justices?	20. The President
21. How many Supreme Court justices are there?	21. Nine
22. What is the highest court in the United States?	22. The Supreme Court
Executive branch	
23. Who was the first President of the United States?	23. George Washington
24. Who is the President of the United States today?	24. Bill Clinton
25. Who is the Vice-President today?	25. Al Gore
26. Who elects the President of the United States?	26. The electoral college
27. Who becomes President of the United States if the President should die	27. The Vice-President
28. How long do we elect the President?	28. Four years
29. How many terms can a President serve?	29. Two

30. Who becomes President of the United States if the President and Vice-President should die?
30. Speaker of the House of Representatives

31. What is the executive branch of the government?
31. The President, Cabinet, and departments under the Cabinet members

32. According to the Constitution, a person must meet certain requirements in order to become President. Name one of these requirements.
32. Must be a natural born citizen of the United States, must be at least 35 years old by the time he/she will serve, must have lived in the United States for at least 14 years

33. What is the head executive of a state government called?
33. Governor

34. What is the head executive of a city government called?
34. Mayor

35. Who signs bills into law?
35. The President

36. What special group advises the President?
36. The Cabinet

37. Who has the power to declare war?
37. The Congress

38. What is the name of the President's official home?
38. The White House

39. What is the White House?
39. The President's official home

40. Where is the White House located?
40. Washington, D C. (1600 Pennsylvania Avenue, NW)

41. Who is commander in chief of the U.S. military?
41. The President

42. In what month do we vote for the President?
42. November

43. In what month is the new President inaugurated?
43. January

The Constitution

44. What is the Constitution?
44. The supreme law of the land

45. Can the Constitution be changed?
45. Yes

46. What do we call a change to the Constitution?
46. Amendments

47. How many changes or amendments are there to the Constitution?
47. Twenty seven

48. What is the supreme law of the United States?
48. The Constitution

49. What is the Bill of Rights?
49. The first 10 amendments of the Constitution

50. Where does freedom of speech come from?
50. The Bill of Rights

51. Name three rights or freedoms guaranteed by the Bill of Rights

51. a) The right of freedom of speech, press, religion, peaceable assembly and requesting change of government.
b) The right to bear arms (the right to have weapons or own a gun, though subject to certain regulations).
c) The government may not quarter, or house, soldiers in the people's homes during peacetime without the people's consent.
d) The government may not search or take a person's property without a warrant.
e) A person may not be tried twice for the same crime and does not have to testify against him/herself.
f) A person charged with a crime still has some rights, such as the right to a trial and to have a lawyer.
g) The right to trial by jury in most cases.
h) Protects people against excessive or unreasonable fines or cruel and unusual punishment.
I) The people have rights other than those mentioned in the Constitution.
j) Any power not given to the Federal Government by the Constitution is a power of either the state or the people.

52. What are the first ten amendments to the Constitution called?	52. The Bill of Rights
53. Whose rights are guaranteed by the Constitution and the Bill of Rights?	53. Everyone (citizens and non-citizens living in the U.S.)
54. What is the introduction to the Constitution called?	54. The preamble
55. Name one right guaranteed by the first amendment?	55. Freedom of : speech, press, religion, peaceable assembly, and requesting change of government
56. What is the minimum voting age in the United States	56. Eighteen
57. What is the most important right granted to U.S. citizens?	57. The right to vote

United States history

58. What is the 4th of July?	58. Independence Day
59. What is the date of Independence Day?	59. July 4th
60. Who did the United States gain independence from?	60. England
61. What country did we fight during the Revolutionary War?	61. England
62. Can you name the original thirteen states?	62. Connecticut, New Hampshire, New York, New Jersey, Massachusetts, Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island, and Maryland
63. Who said "Give me liberty or give me death"?	63. Patrick Henry
64. Which countries were our enemies during World War II ?	64. Germany, Italy, and Japan
65. What are the 49th and 50th states of the union?	65. Hawaii and Alaska
66. Who was Martin Luther King Jr.?	66. A civil rights leader
67. Why did the pilgrims come to America?	67. For religious freedom
68. What holiday was celebrated for the first time by the American colonists?	68. Thanksgiving
69. Who was the main writer of the Declaration of Independence?	69. Thomas Jefferson
70. When was the Declaration of Independence adopted?	70. July 4th, 1776
71. What is the basic belief of the Declaration of Independence?	71. That all men are created equal
72. What is the national anthem of the United States?	72. The Star-Spangled Banner
73. Who wrote the Star-Spangled Banner?	73. Francis Scott Key
74. Who was the President during the civil war?	74. Abraham Lincoln
75. What did the Emancipation Proclamation do?	75. Freed many slaves
76. Which President is called "the father of our country"?	76. George Washington
77. Who helped the pilgrims in America?	77. Native Americans
78. What is the name of the ship that brought the pilgrims to America?	78. The Mayflower
79. What were the 13 original states of the United States called?	79. Colonies
80. Which President freed the slaves?	80. Abraham Lincoln
81. In what year was the Constitution written?	81. 1787
82. Which President was the first commander in chief of the U.S. military?	82. George Washington

The flag

83. What are the colors of our flag?
84. How many stars are there in our flag?
85. What color are the stars on our flag?
86. What do the stars on the flag mean?
87. How many stripes are there in the flag?
88. What color are the stripes?
89. What do the stripes on the flag mean?

83. Red, white and blue
84. Fifty
85. White
86. One for each state in the union
87. Thirteen
88. Red and white
89. They represent the original thirteen states

Your state government

90. What is the capital of your state?
91. Who is the current governor of your state?
92. Who is head of you local government?

90. St. Paul
91. Arne Carlson
92. (Insert local information)

The United States today

93. How many states are there in the union?
94. What immigration and naturalization service form is used to apply to become a naturalized citizen?
95. Name one purpose of the United Nations?

96. Name one benefit of being a citizen of the United States?

97. What is the United States Capitol ?

98. What are the 2 major political parties in the U.S. today?
99. How many states are there in the United States?
100. What kind of government does the United States have?

93. Fifty
94. Form N-400, "Application to file petition for naturalization"
95. For countries to discuss and try to resolve world problems, to provide economic aid to many countries
96. Obtain Federal Government jobs; travel with a U.S. passport; petition for close relatives to come to the U.S. to live.
97. The place where Congress meets
98. Democrat and Republican
99. 50
100. Republican

25 Naturalization Questions

(Applicants over 65 and living in the U.S. as Permanent Resident for 20 or more years)

1. Why do we celebrate the Fourth of July?	Independence Day
2. Who was the first President of the United States?	George Washington
3. Who is President of the United States now?	William "Bill" Jefferson Clinton
4. What is the Constitution?	The supreme law of the land
5. What are the first 10 amendments to the Constitution called?	The Bill of Rights
6. Who elects Congress?	The people
7. How many Senators are there in Congress?	100
8. For how long do we elect each Senator?	Six years
9. For how long do we elect the Representatives in Congress?	Two years
10. Who nominates Judges to the Supreme Court?	The President
11. What are the three branches of our government?	Legislative, Executive and Judicial
12. What is the highest court in the United States?	The Supreme Court
13. What major river running north to south divides the United States?	The Mississippi
14. The Civil War was fought over what important issue?	Slavery or States Rights
15. Name the two major political parties in the United States today?	Republican and Democrat
16. How many states are there in the United States?	50
17. What is the capital of the United States?	Washington, D.C.
18. What is the minimum voting age in the United States	18
19. Who was Martin Luther King Jr.?	Civil rights leader
20. What nation was first to land a man on the moon?	The Untied States of America
21. What is the capital of your state?	St. Paul
22. What is it called if the President refuses to sign a bill into law and returns it to Congress with his objections?	Veto
23. What two oceans bound the United States?	The Atlantic and the Pacific Oceans
23. What famous American invented the electric light bulb?	Edison
24. What is the national anthem of the United States?	The Star Spangled Banner

Interview Questions

These questions were compiled by Glenda Potter from the Southern Minnesota Regional Legal Services (SMRLS). The interviewer could ask the applicant to define any word used below.

Please stand and raise your right hand. Do you swear (promise) that everything you say today will be the truth?

Please sit down.

May I see your resident alien card.

INFORMATION ABOUT YOU

What is your home telephone number? (... your home number?, your home phone number?)
Do you have a work telephone number? (.... a work number?, a work phone number?)
What is your address? Where do you live?
What is your date of birth? What is your birth date? When were you born?
Where were you born?
What is your social security number?
What is your alien registration number?

BASIS FOR ELIGIBILITY

How long have you been a permanent resident of the United States?
When did you come to the United States?
How long have you lived in the United States?

ADDITIONAL INFORMATION ABOUT YOU

Have you ever used a different name?
Do you want to change your name?
How tall are you?
Are you married?
Can you speak, read and write English?
Since becoming a permanent resident have you been absent from the U.S.?
Since coming to the U.S. have you traveled to any other country?
Have you visited any other country since becoming a permanent resident?

INFORMATION ABOUT RESIDENCES AND EMPLOYMENT

How long have you lived at your current address?
Are you working?
Where do you work?
What kind of work do you do?
Why don't you work?
How do you support yourself?
What kind of income do you have?

INFORMATION ABOUT YOUR MARITAL HISTORY

What is your husband/wife's name?
Is your husband/wife a U.S. citizen?
When were you divorced?

INFORMATION ABOUT CHILDREN

How many children do you have?
Do your children live with you?
Are you paying child support?
How many people live in your house?
Who do you live with?

ADDITIONAL ELIGIBILITY FACTORS (Frequently asked questions in bold)

Are you now or have you ever been a member of the Communist Party?
Have you ever been affiliated or associated with the Nazi Party?
Have you at any time ever ordered, incited, assisted or otherwise participated in the persecution of any person because of race, religion, national origin, or political opinion?
Have you ever left the U.S. to avoid being drafted?
Have you ever failed to comply with Selective Service laws?
Have you ever applied for exemption from military service because of alienage, conscientious objections or other reasons?
Have you ever deserted from the military, air or naval forces of the United States?
Have you ever failed to file a federal income tax return? or **Do you pay taxes?**
Have you ever filed a federal income tax return as a nonresident?
Are deportation proceedings pending against you or have you ever been deported or ordered deported?
Have you ever claimed in writing or any other way to be a U.S. citizen?
Have you ever voted or registered to vote in the United States?
Have you ever:

- **been a habitual drunkard?**
- **advocated or practiced polygamy?**
- **been a prostitute?**
- **knowingly and for gain helped any alien to enter the U.S. illegally?**
- **been a trafficker in illegal drugs?**
- **received income from illegal gambling?**
- **given false testimony to obtain an immigration benefit?**

Have you ever been declared legally incompetent or confined as a patient in a mental institution?
Were you born with or have you acquired any title of nobility?
Have you ever committed any crime for which you have not been arrested?
Have you ever been arrested, cited, charged, indicted, convicted, fined or imprisoned for breaking any law?
Have you ever been in a police car or in a police station?

ALLEGIANCE TO THE U.S.

Do you believe in the Constitution and the government of the U.S.?
Are you willing to take the full Oath of Allegiance to the U.S.?
If the law requires it, are you willing to bear arms on behalf of the U.S.?
If the law requires it, are you willing to perform noncombatant services in the Armed Forces of the U.S.?
If the law requires it, are you willing to perform work of national importance under civilian direction?

MEMBERSHIPS AND ORGANIZATIONS

Are you a member of any clubs or organizations?

100

N-400 Vocabulary

Communist	=	Party that wants common ownership of production and distribution of products.
Nazi	=	Ruling party in Germany from 1933 to 1945 under Adolf Hitler.
Persecution	=	hurt someone
Drafted	=	ask to be soldier
Selective Service	=	give name to be soldier
Deserted	=	ran away, leave with out permission
Income tax	=	I work, I pay tax
Deportation	=	INS tells you to go back to your country
Claimed to be a U.S. citizen	=	lied
Drunkard	=	drink too much alcohol
Polygamy	=	2 husbands or 2 wives
Prostitute	=	sell your body
Helped any alien to enter the U.S.	=	smuggle
Narcotic drugs	=	cocaine, marajuana, opium
Illegal gambling	=	play cards for money and not pay taxes
False testimony	=	tell a lie
Incompetent/Mental institution	=	crazy
Nobility	=	family is King or Queen
Committed any crime	=	break the law
Arrested	=	trouble with police
Constitution	=	Supreme law
Oath of allegiance	=	swear to help the U.S.
Bear arms	=	carry a gun
Noncombatant services	=	help the army but not fight
Work of national importance	=	help the U.S.

Minnesota Literacy Council
Community Literacy Collaborative
August 1997

Dictation Sentences

These sentences were asked during the oral test of History and U.S. Government and were compiled by Glenda Potter and other lawyers who accompanied individuals to their naturalization interview

1. There are _____ children in my family.
2. My children go to school.
3. They are learning English.
4. My house is in the city.
5. I live in St. Paul, Minnesota.
6. I take the bus to work.
7. I want to be a citizen of the United States.
8. I will be a good citizen.
9. I want to be a citizen of the United States.
10. I believe in the Constitution.
11. All men are free.
12. I was born in _____.
13. My family is happy to be in America.
14. I was married in _____.
15. I study citizenship.
16. The woman eats food.
17. My shirt is white.
18. I can read, write and speak English.
19. The sky is blue.
20. I want to be an American citizen.
21. I drive a big red car.
22. I live with my children.
23. I go to school.
24. I drive to work.
25. I have _____ children.
26. The little girl is happy.
27. The boy is at school.
28. The child plays with the toy.
29. I take the bus.
30. I have a small cat.
32. I wear a yellow hat.
33. The tree is tall.
34. It is cold outside.
35. The bird is in the tree.
36. Today it is snowing.
37. I live in a blue house.
38. My dog is brown.

Minnesota Literacy Council / Community Literacy Collaborative 1997

Sample format of the INS (not the testing agency's) written test

Test of U.S. History and Government

1 _____

2 _____

3 _____

Select the correct answer from the four possible answers given.

_____ 1. How many branches does the United States Government have?
A) three B) four C) Seven D) ten

_____ 2. How many colonies were there at the time of the American Revolution?
A) 7 B) 10 C) 13 D) 20

_____ 3. The main work of the Congress is to
A) make laws B) decide legal cases C) interpret laws D) carry out the laws

_____ 4. Who has the power to declare war?
A) the President B) the Congress C) the Cabinet D) the Vice-President

_____ 5. Thomas Jefferson is best known in United States history for
A) writing the Declaration of Independence B) writing the United States Constitution
C) leading the army in the Revolutionary War D) serving as the first president of the U.S.

_____ 6. Who is the current governor of Minnesota?
A) Bill Clinton B) Al Gore C) Norm Coleman D) Arne Carlson

_____ 7. What do the strips on the flag Mean?
A) one for each state B) one for each colony C) Freedom D) Courage and Honor

_____ 8. How many senators represent each state?
A) one B) two C) depends on the number of people in the state
D) is decided by the President

_____ 9. Which president freed the slaves?
A) Thomas Jefferson B) Abraham Lincoln C) George Washington D) Patrick Henry

_____ 10. When was the Constitution written?
A) 1776 B) 1878 C) 1787 D) 1767

_____ 11. How long do we elect each senator?
A) 2 years B) 4 years C) 6 years D) 8 years

_____ 12. How many amendments are there to the constitution?
A) 27 B) 22 C) 26 D) 34

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Teaching Materials: Texts, Videos, Cassettes, Software

Citizenship Resources

Free INS Citizenship Materials

CASAS Bibliography of Citizenship Materials

NCLE Annotated Bibliography: Citizenship Education for Immigrants

NCLE Annotated Bibliography: Citizenship Curricula for Immigrants

Citizenship Resources

Books *(Prices will be lower when ordered in quantity. List of publishers found at the end.)*

1. **U.S. Citizen, Yes**, Ronna Magy, Heinle & Heinle Publishers, 1996. Student book, $11.95, and tape, $21.95; book and tape $17.95. This lively book consists of ten chapters that present the material students are required to learn to become citizens of the United States, as well as personal stories by new citizens. Activities encourage learners to talk and interact in groups.

2. **The Way to U.S. Citizenship**, Hirschy & Hirschy, Domine Press (New Readers Press), Beginning - Intermediate. 1993. Student book $9.50. A basic U.S. history and government workbook designed specifically for teaching ESL learners. It focuses on integration of language and content. Each lesson includes a narrative, an activity section with exercises, and a quiz.

3. **Life Prints**, Level 2, Christy M. Newman, 1993, New Readers Press. Student book $11.00 & audiotape $11.95. Chapter 10 is on citizenship. The other chapters are on real life skills.

4. **Preparation for Citizenship**, Steck-Vaughn, 1995, Beginning ESL, Reading Levels 2-4 Level Text, $9.96. All-in-one study guide includes core content, instructional materials, study questions, even the required application forms. Core content mirrors INS instructional requirements.

5. **Good Citizenship**, Steck-Vaughn, 1993. A series of supplemental readers and Teacher's Guides: The Vote, The Judiciary, the Congress, The President, Taxation, Becoming a Citizen, Rights and Responsibilities, The Military. Level 5-6. Text $7.00; Teacher's Guide $5.95.

6. **Becoming an Informed Citizen**, Steck-Vaughn, 1990. Reading Level 6. $10.24. This concise, comprehensive text describes the basics of the U.S. government and the individual's role in the democracy through history and in the present. A vocabulary emphasis helps learners develop better language skills as they improve their civics knowledge.

7. **It's Yours: The Bill of Rights**, Steck-Vaughn, 1993. Reading Level 5-6. $10.64. Adults at intermediate and advanced levels learn about their individual rights and responsibilities under U.S. law through a real-life case study approach. The book emphasizes cooperative learning, encouraging adults to interact together, expediting the educational process.

8. **Steps to U.S. Citizenship.** Steck-Vaughn, Reading Level 4-5. $10.24. This citizenship guide provides practical information for the naturalization process, including copies of Immigration and Naturalization Service forms, an appendix of helpful information, and a glossary with a pronunciation key and phonetic spellings.

9. **My Country: The U.S.A.**, Steck-Vaughn, Reading Levels 2-3. $10.24. This two-color consumable workbook builds citizenship and reading skills together with easy-to-read stories of history and government.

10. **English Through Citizenship**, Elaine Kim, Delta Systems, 1989. Literacy, Beginning and Intermediate Level A & B, Student Book and Teacher's Guide. Price ranges from $7.95 to $12.95.

11. **Barron's How to Prepare for the U.S. Citizenship Test**, Gladys Alesi, Delta Systems, 1996. $12.95. The new edition offers groundwork in reading and writing English, reviews U.S. history and government, and offers many check-up tests with answers throughout the book.

12. **Citizenship Now**, Contemporary Books, 1995, Intermediate Level Student book $10.60, and cassette $21.26; book and cassettes $31.86. Many naturalization applicants who pass the written portions of the exam falter on the oral sections - the dictated sentence and the interview. This up-to-date program combines print and audio to review the basics of U.S. history and civics, tackle the language-related problems of the dictated sentence and the INS interview, and provide detailed information on the entire process.

13. **Look at the U.S.**, Contemporary Books, Literacy Level and Book 1 and 2 (high begining/intermediate) $11.00 and teacher's Guide $8.75. Three-level program helps students develop proficiency in speaking, reading, and writing English while absorbing important U.S. civics and history facts.

14. **Preparing For Citizenship.** Delta Systems/Phillip Roy. Reading level 3-4.8. $15.00. The object of this reproducible book is to teach the beginning reader or an ESL reader the content of the new citizenship exam. Sample tests are included at the end of the book. This text can also be integrated as a reading book in any ABE class.

15. **By the People, For the People, U.S. Government and Citizenship**,.
Of the People, U.S. History, Delta Systems $12.50, each. Intermediate - Advanced Level. With a variety of exercises, maps, time lines, and other graphic organizers, this text helps students practice and improve all four ESL skills as well as key social studies skills.

16. **Citizenship Made Simple**, Louise Quayle, Delta Systems $12.00. An easy-to-follow guide to all aspects of the immigration process of the U.S. It provides a brief and informative introduction to the immigration and naturalization process; thorough information for completing and filing all necessary forms; detailed guidance for taking the citizenship test; a primer to U.S. history and civics; and a glossary of terms.

17. **HIAS Guide to United States Citizenship**, Hias, 1996. In English with Russian summaries. Free.

18. **Voices of Freedom, English and Civics for the U.S. Citizenship Exam**, Bill Bliss. Prentice Hall. Intermediate Level Text $7.95, cassettes (2) $ 37.00. This popular content-

based citizenship text offers comprehensive preparation for the INS interview and English/Civics exam - and also features exciting new activities to promote students' participation in the political process.

19. **Handbook for Citizenship**, Margaret Seely, Prentice Hall Regents. Text and cassette. $7.95. Designed for oral use, this text teaches the information needed to answer oral U.S. citizenship exam questions. Line maps and facsimile copies of naturalization petition forms add practical realia.

20. **This Land is Your Land: Preparation for Amnesty Legalization and Citizenship**, Patricia Harrington, Glencoe/McGraw-Hill. High Begining and up. Text. $11.80. This low level amnesty legalization and citizenship book includes full-color illustrations depicting major events in U.S. history, origin of national holidays, and more.

21. **The Living Constitution**, Denny Schillings, Glencoe/McGraw-Hill High Intermediate - Advanced $9.99. Show your students that the Constitution is more than a dusty relic; it's what safeguards their personal freedom and the country's liberty. This descriptive narrative helps students see that the Constitution is a contemporary as well as a historical document.

22. **Twenty-Five Lessons in Citizenship**, D.L. Hennessey, $5.50, Paperback, 95 pp, ISBN 1-879773-05-8. Also available in Spanish: *Vienticinco lecciones de ciudadania*, $4.95, Paperback, ISBN 1-879773-03-1. To order a single copy by mail: send your name and address along with a check or money order for $7.50 (English) or $6.95 (Spanish) to D.L. Hennessey, P.O. Box 281, Berkeley, CA 94701. Discounts are available for quantity orders; contact the address above or call 800-788-3123. Advanced Level.

23. **Real Life Citizenship**, Sykstra & Others, 1990. Scholastic Book Services.

24. **Our Government in Action**, Lefkowitz & Uhlich, 1992, Globe Fearon.

25. Citizenship Book and Tape, Pete Doherty, Stubborn Black Bear Press, 474 Gendel Drive, La Puente, CA 91744; (626) 912-5161. Available in English or Spanish only or Bilingual (English/Spanish, English/Chinese, English/Korean). Bilingual audiotapes are also available in the three languages.

Tapes, Videos and Software

1. **Educational Activities, Inc**, Citizenship software (disk or CD), 1937 Grand Ave, Baldwin, NY 11510 tel: (800) 645-3739 Fax: 516-623-9282. Sample disk available.

2. **State Immigration Service** (private company), P.O. Box 45476, Rio Ranch, NM 87174 Tel: (800) 814-1555 or (505) 891-8885. E-mail: info@us-immigration.com Citizenship Examination Video ($19.00), Citizenship Examination Video Spanish ($25.00) Video Guide to the Citizenship Interview ($19.00, both videos for $36.99), U.S. Citizenship Audio Tape ($12.00), Citizenship Examination Software ($22.00.)

3. **APALC (Asian Pacific American Legal Center)**, 1010 S. Flower St., Suite 302, Los Angeles, CA 90015 Tel:(213)748-2022 ext. 47. All prices include shipping and handling.
   1. U.S. Citizenship: A Dream Come True, a 45-minute video in English, Spanish, Korean, Mandarin, Cantonese and Vietnamese, $19.95.
   2. N-400 (Naturalization form) In Translation, Languages include: English, Spanish, Vietnamese, Japanese, Korean, Thai, Chinese, Tagalog. Price: $10.00 for packet of all 8 translations, $2.00 for single language.
   3. 100 INS Exam Questions, In Translation, Languages include English, Tagalog, Japanese, Chinese, Vietnamese, and Spanish. Price: $10.00 for all 6 languages. $2.00 for single language.

4. **Immigrant Legal Resource Center (ILRC)** 1663 Mission Street Suite 602, San Francisco, CA 94103, Tel: 415-255-9499 Fax: 255-0792. Call ILRC for a list of Citizenship materials. They have several citizenship materials, among them are:

   1 Mock Citizenship Interviews (in English) This 15 minute video includes the interview, swearing to testimony, checking ID documents, etc.
   2. Becoming a U.S. Citizen: Reasons & Requirements (in English)
   Como hacerse ciudadano: motivos y requisitos (in Spanish) 30 minute video

   To purchase any or all of the above videos: $40.00 for one -- $37.50 if two or more; nonprofits: $17.50 for one -- $14.50 each of two or more.

   3. Naturalization Manual for Teachers, ILRC staff attorney Eric Cohen, January 1997 $30; nonprofits $15.00
   4. Naturalization Group Processing in Citizenship Classes: A Guide for Teachers, Available July, 1997, $18.00.
   5. Naturalization Liaison Packet, free.

5. **Will They Pass?**, New Reader's Press, 50-minute video, $29.95.

6. **Preparing for United States Citizenship**, Steck-Vaughn, CDRom, $395.00. Reading level 2-4.

Web Sites

1. National Citizenship Coalition: www.irsa-uscr.org/natcitcol.htm
2. Carl Shusterman: http://www.shusterman.com
3. INS home page: http://www.usdoj.gov
4. www links: http://www.immigration-usa.com/links.html
5. North Metro ABE: www.uscitizenship.org/quiz.html
6. Minnesota Literacy Council: www.mlc.stthomas.edu/mlc/mlc.htm

Other Resources

1. Information on citizenship, application and 100 questions in Vietnamese/English. Vietnamese Social Services of Minnesota, 1821 University Ave., Suite S-210, St. Paul, MN 55104 Tel: (612/651) 644-1317 Fax: (612/651) 641-8908

3. HNO Learning to Becoming an American Citizen Text and Cassette, in Hmong (White) and English. Hmong National Organization, Inc., 345 University Ave., Suite 205, St. Paul, MN 55103 Tel: (651)290-2343 Fax: (651)228-7272.

4. NAKIS Home Study Kit in Hmong, audio cassettes, practice test booklet, INS application, and written test registration form. $34.95. Nakis, P.O. Box 1055, Manitowoc, WI 54221-1055. Tel: (414) 684-4349.

5. Adult Literacy Resource Center, University of St. Thomas, Mail #5019, 2115 Summit Ave., St. Paul, MN 55105 Tel: (651) 962-5570; Fax: (651)962-5406; Web site: http://www.mlrc.stthomas.edu. This web page contains information about current and upcoming literacy events and conferences, as well as links to other local and national literacy resources.

6. Free Telephone Consultation on Citizenship The Immigrant Legal Resource Center (ILRC) in California received a two-year grant to provide technical assistance on citizenship issues, and group processing of citizenship cases, including free telephone consultation services for legal staff from non-profit agencies, teachers, persons working with seniors and the disabled, social workers, government employees and pro bono attorneys throughout the country. Please do not refer your clients or students.

   To take advantage of the phone consultation services, please:

   Call the ILRC at 415-255-9499 ext. 400 between 10 A.M. and 3 P.M. (Pacific Standard Time) Monday through Friday. To save time, as soon as you hear the beginning of the recorded message, press "400". Leave a message that you have a citizenship question, and the name of your non-profit agency or school, or that you are a pro bono attorney. You may want to leave the best time to return your call during their phone consultation hours.

   OR

   Fax your naturalization question to the Attorney of the Day at 415-255-9792, giving the information requested above.

9. New American Guide: How to Become a Citizen/How to Become a Homeowner, is a booklet available in English or Spanish that describes the eligibility, the process and benefits of becoming a citizen, as well as information on becoming a homeowner. If you are a non-profit organization, you may receive the first 20 copies free and each additional one at $0.60. Fax your request to the Fannie Mae Foundation at (301)604-0158 on letterhead and with your non-profit ID number.

10. ERIC materials:

    1. The Naturalization Process in New Mexico. A Guide for ESL Teachers and Advocates, Patricia Irvine, 112 pp. (ED 353 860) $20.40.

    2. Manual de Preparacion para Ciudadania + Handbook for Citizenship Preparation, 64 pp (ED 321591) $12.24.

    3. Study Guide to Prepare for New Written Citizenship Examination: A Guide for Beginner Level ESL Students, Saylor, Annabelle 76 pp (ED 370 453) Public Domaine. $16.32.

These materials can be read at a library with an ERIC microfiche collection or purchased from: ERIC Document Reproduction Service (EDRS), 7420 Rullerton Road, Suite 110, Springfield, VA 22153-2852 (800-443-3742).

List of Publishers

1. Heinle & Heinle Publishers, an International Thomson Publishing company ITP ITP Distribution Center, 7625 Empire Drive, Florence, KY 41042 (800) 354-9706 or (800) 278-2574.

2. New Readers Press, U. S Publishing Division of Laubach Literacy, Department 597, P.O. Box 888, Syracuse, New York, 13210-0888. (800) 448-8878.

3. Steck-Vaughn, P.O. Box 26015, Austin, TX 78755, (800) 531-5015. Web site: http://www.steck-vaughn.com.

4. Contemporary Books, Two Prudential Plaza, Suite 1200, 180 North Stetson Avenue, Chicago, Illinois 60601-6790. (800) 621-1918.

5. HIAS (Hebrew Immigrant Aid Society), 333 Seventh Avenue, New York, NY 10001; (212) 967-4100.

6. Prentice Hall (800) 375-2375.

7. Delta Systems, 1400 Miller Parkway, McHenry, IL 60050-7030. (800) 323-8270 Web site: http://www.delts-systems.com.

8. Glencoe/McGraw-Hill, P.O. Box 543, Blacklick, OH 43004-9902. Web site: http://www.glencoe.com/abe.

9. Scholastic Book Services, 2931 East McCarty St., Hefferson City, MO 65102 Tel: 724-652-7842 (Scholastic).

10. Globe Fearon, (Nancy Seiler, 612-894-263).

Information About Citizenship Education For Naturalization Requirements

A person who is applying for naturalization as a citizen of the United States is required to present an application to INS for review, and a petition to the court. Only the court has authority to grant naturalization. The INS, acting for the Attorney General of the United States is required to make a recommendation to the court as to the applicants' eligibility.

The general application procedures for naturalization are stated below:

1. The Application (Form N-400 or N-402) is in most cases filed with the INS office having jurisdiction over the applicant's residence.
2. The INS will notify the applicant when to appear for an interview (several offices have a walk in interview procedure, which provides for interview at the time of application).
3. At the interview the application will be reviewed and eligibility determined. Unless exempt because of age or other circumstances, an examination will be given by INS to determine whether the applicant has the required knowledge of English, history and form of government of the United States. The test is given orally. All history and government questions are taken from the INS current edition of the Federal Textbook Series.
4. If INS finds the applicant eligible for naturalization a favorable recommendation is made on the petition filed with the court. A final hearing before the court will be scheduled at a later date. The time between the INS interview and the final hearing depends on the processing time of the court.
5. At the final hearing the judge will administer the oath of allegiance and the petitioner at that time becomes a citizen of the United States.
6. If the INS recommendation to the court is unfavorable the applicant may elect to withdraw the application and refile at a later date for reexamination. If the applicant disagrees with the INS decision, the applicant may pursue the petition before the court. However, INS will recommend that the court deny the petition.

Citizenship classes are available for applicants who are interested in receiving instruction to prepare for the INS examination.

Generally, citizenship classes are conducted by public schools or organizations under the supervision of the public schools, usually free of charge. Interested persons may obtain information regarding these classes from the local INS office, clerk of a naturalization court, or the local Department of Public Education.

Persons who cannot attend citizenship classes may find it possible to prepare for naturalization through correspondence courses in citizenship education conducted by educational institutions. The names and addresses of some of the institutions are listed on the last page. Information concerning these courses may be obtained by writing directly to the listed institution. Those who cannot arrange to attend classes or participate in a correspondence course through an educational institution may purchase the INS produced citizenship textbooks from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. Orders for purchase of the books should be sent to that office and not INS. The orders should clearly state the specific book desired by form number and stock Number and should be accompanied by a check or money order made out to Superintendent of Documents. The quoted price list is subject to change by the Government Printing Office.

INS published textbooks on citizenship are issued without cost to public educational institutions or organizations under their supervision which conduct citizenship classes for persons preparing for naturalization. These institutions may obtain the textbooks from the appropriate INS regional office, listed below, by submitting two completed copies of the "Request for Copies of Federal Textbooks on Citizenship", Form G-62.

Citizenship Text Materials

A Reference Manual for Citizenship Instructors, *M-286, Stock Number 027-002-00365-9, Cost $2.50.* The guide is intended to assist instructors in planning and conducting citizenship classes.

Citizenship Education and Naturalization Information, *M-286, Stock Number 027-002-00366-7, Cost $2.00.* The text discusses the rights and responsibilities of being a citizen, and general information on becoming a United States citizen.

Citizenship Education and Naturalization Information English as a Second Language Text, *M-302, Stock Number 027-002-00379-9, Cost $5.50.* English as a second language version.

United States History: 1600-1987, M-288 *(Reading level II, 8th through 10th grade), Stock Number 027-002-00367-5, Cost $5.50.* The history texts provide an overview of the content and purpose of the Constitution, and major events in U.S. history.

United States History: 1600-1987, *M-289 (Reading level I, 4th grade through 6th grade), Stock Number 027-002-00368-3, Cost $6.50.*

United States Government Structure, English as a Second Language Text, *M-303, Stock Number 027-002-00380-2, Cost $10.00.* English as a second language version.

United States Government Structure, *M-290, Reading level II, 8th through 10th grade), Stock Number 027-002-00369-1, Cost $3.00.* The government texts discuss the basis and levels of government in the United States.

United States Government Structure, *M-291 (Reading level I, 4th through 6th grade), Stock Number 027-002-00370-5, Cost $3.25.*

United States History: 1600-1987, An English as a Second Language Text, *M-304, Stock Number 027-002-00381-1, Cost $13.00.* English as a second language version.

Citizenship Charts, *M-9, Stock Number 027-002-00371-3, Cost $7.50.* Ten fold-over charts (17 inches by 23 inches) are reproduced from the textbook series. Only one set is authorized for each class.

Regional Offices of the Immigration and Naturalization Service

Northern Regional Office
Federal Building
Fort Snelling
Twin Cities, MN 55111

Eastern Regional Office
Elmwood Avenue
Burlington, VT 05401

Southern Regional Office
Skyline Center Building "C"
311 North Stemmons Freeway
Dallas, TX 75207

Western Regional Office
P.O. Box 30080
Laguna Niguel, CA 92677

U.S. Department of Justice
Immigration and Naturalization Service

Request for Copies of Federal Textbooks on Citizenship

m: Provide Complete Name of Institution and Mailing Address

I request copies of the "Federal Textbooks on Citizenship" which, under statutory limitations, are distributed free only to candidates for United States citizenship who are attending public school classes or classes under the supervision of the public schools. **(Submit in Duplicate.)**

Texts Requested: *(Indicate Total Quantity Requested of Each Text)*

☐	M-286	*A Reference Manual for Citizenship Instructors*
☐	M-287	*Citizenship Education and Naturalization Information*
☐	M-288	*United States History: 1600 - 1987, Level II (Level II - 8th to 10th Grade Reading Level)*
☐	M-289	*United States History: 1600 - 1987, Level I (Level I - 4th to 6th Grade Reading Level)*
☐	M-290	*United States Government Structure, Level II (Level II - 8th to 10th Grade Reading Level)*
☐	M-291	*United States Government Structure, Level I (Level I - 4th to 6th Grade Reading Level)*
☐	M-9	*Citizenship Charts* (Set of ten).
☐	M-302	*Citizenship Education and Naturalization Information, English as a Second Language Text*
☐	M-303	*United States Government Structure, English as a Second Language Text*
☐	M-304	*United States History: 1600 - 1988, English as a Second Language Text*

Jurisdiction and Addresses of Regional Offices

If you are in: Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, Virginia, West Virginia

Mail completed request to:
U.S. Immigration Service
Eastern Regional Office
70 Kimball Avenue
South Burlington, VT 05401-6813

If you are in: Alaska, Colorado, Idaho, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Montana, Nebraska, North Dakota, Ohio, Oregon, South Dakota, Utah, Washington, Wisconsin, Wyoming

Mail completed request to:
U.S. Immigration Service
Northern Regional Office (Rm. 480)
1 Federal Building,
Fort Snelling, MN 55111-4007

If you are in: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, New Mexico, North Carolina, Oklahoma, South Carolina, Tennessee, Texas

Mail completed request to:
U.S. Immigration Service
Southern Regional Office
7701 North Stemmons Freeway
Dallas, TX 75207

If you are in: Arizona, California, Guam, Hawaii, Nevada

Mail completed request to:
U.S. Immigration Service
Western Regional Office
2400 Avila Road
P.O. Box 30080
Laguna Niguel, CA 92677

Certification: I certify that materials covered by the above request will be distributed free of charge to candidates for United States citizenship for their use in public school citizenship classes, or classes held under the supervision of the public schools.

Signed: *(Name and official title of class teacher - please print title)*	Telephone No.:
Approved by: *(Signature and official title of approving school authority - please print title)*	Date
Distribution Approved by Regional Personnel: *(Signature - please print name and title)*	Date

Form G-62 (Rev. 11/18/93)N

CASAS

BIBLIOGRAPHY OF CITIZENSHIP MATERIALS

ADDISON-WESLEY/ LONGMAN ESL PUBLISHING GROUP
Route 128, Reading, MA 01867 (800) 552-2259

All About the U.S.A.: A Cultural Reader. Broukal, Murphy. 1991.

Language Development Through Content: Social Studies. 1987.
Teacher's guide available.
(1) America: After Independence. Chamot.
(2) Our People and Their Stories. Dunetz.
(3) America: The Early Years. Chamot.

Lifeskills and Citizenship. DeFilippo. 1984.

AMERICAN GUIDANCE SERVICE
4201 Woodland Road, Circle Pines, MN 55014-1796 (800) 328-2560

Competency Achievement Packets Series. The Citizen. 1985.
(1) Constitutional Rights
(2) The Judicial System
(3) Respect for the Law
(4) Responsibilities of Citizenship
(5) Social Legislation & Taxes
(6) United States Government
(7) Voting

United States Citizenship. O'Shea. 1988.

U.S. Government: How and Why it Works. Smith and Sullivan. 1992. Teacher's guide, student workbook, answer key, blackline masters and software packages available.

Our Nation's History. Napp. 1992.

AUDIO FORUM
On the Green, Guilford, CT 06437-2635 (800) 243-1234

***American History for ESL Learners Series.** 1977.
Companion audiocassettes and student booklets.
(1) The Beginnings of Our Nation
(2) War Between Brothers
(3) The Westward Movement

AUTHORS AND EDITORS
P.O. Box 1396, Culver City, CA 90232-1396

A Journey Through America. Student Book. Kim. 1991.
Instructor's manual available.

BALLARD AND TYGHE
480 Atlas St., Brea, CA 92621-3117 (800) 321-4332

***Explore America: A Comprehensive Sheltered Social Studies Program.** 1994.
Teacher's edition and resource masters books available.

(1) The Land and People Before Columbus
(2) The Age of Exploration
(3) Settling the English Colonies
(4) The War for Independence
(5) The Westward Movement
(6) People in the Young Republic
(7) The American People, Then and Now

CARNATION COMPANY
Community Relations Deparment, 800 N. Brand Blvd., Glendale, CA 91203

U.S. Citizenship: Avenue to Progress Preparation Guide. 1991.
Currently out of print.

Ciudadania Estadounidense: Via al Progreso Guia Preparatoria. 1991.
Currently out of print.

CHINESE FOR AFFIRMATIVE ACTION
Orders to: East Wind Book Store, 1435A Stockton St., San Francisco, CA 94133
(415) 772-5877

Citizenship Made Easy. English-Chinese Edition. 1990.

COMEX SYSTEMS, INC.
The Mill Cottage, Mendham, NJ 07945

How to Become A Citizen of the United States. Donnelly. 1992.
12 Video tapes also available.

CONTEMPORARY BOOKS, INC.
180 N. Michigan Ave., Chicago, IL 60601 (800) 621-1918

Choices Series. It's Your Right. Chapman. 1991.

***Citizenship Now. A Guide for Naturalization.** Becker, Edwards. 1995.

Look at the U.S.: An ESL/ Civics Series Based on the Federal Citizenship Texts. 1989. Teacher's guides available.
(1) Literacy Level. Wigginton.
(2) Book 1. Cross.
(3) Book 2. Cross.

CURRICULUM ASSOCIATES
5 Esquire Rd., North Billerica, MA 01862 (508) 667-8000

***One People, One Constitution.** Mindell, Stayton. 1991. Companion teacher's guide.

***The Reader's Theatre. American Plays.** Gilfond.

DELTA SYSTEMS COMPANY, INC.
1400 Miller Parkway, McHenry, IL 60050-7030 (800) 323-8270

English Through Citizenship Series. Kim. 1989. Instructor's manuals available.
(1) Student Book, Literacy Level.
(2) Student Book, Beginning Level.
(3) Student Book, Intermediate Level A.
(4) Student Book, Intermediate Level B.

***Barron's How to Prepare for the U.S. Citizenship Test.** Alesi. 1983.

***From the Beginning. A First Reader in American History.** Bailey. 1990.

***Our Constitution, Our Government.** Field. 1985.

***The History of the United States. Vols. I & II.** Field. 1993.

DOMINIE PRESS
5945 Pacific Center Blvd., Ste. 505, San Diego, CA 92121 (619) 546-8899 or (800) 232-4570

The Way to U.S. Citizenship. Hirshy and Hirshy. 1993.

EDUCATIONAL ACTIVITIES, INC.
1937 Grand Ave., Baldwin, NY 11540 (800) 645-3739

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(1) Book One. From New World to New Nation
(2) Book Two. Growth of a New Nation
(3) Book Three. New Directions for the United States
(4) Book Four. The United States in the Twentieth Century

***The Constitution and the Government of the United States.** Abramowitz.

EDUCATIONAL DESIGN, INC.
345 Hudson St., New York, NY 10014 (212) 255-7900 or (800) 221-9372

You and the Law. Crowell. 1984.

EDUCATIONAL EXTENSION SYSTEMS/ESL
P.O. Box 259 Clarks Summit, PA 18411 800 447-8561

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ENTRY PUBLISHING, INC.
27 W. 96th St., New York, NY 1002 (212) 662-9703

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(3) Workbook: American Government and Its Citizens. 1984.

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(1) Book One. The Colonies in America
(2) Book Two. The Beginning of the United States
(3) Book Three. The Growth of the United States
(4) Book Four. The United States and the World
(5) Workbook One: From Exploration to 1860
(6) Workbook Two: From the Civil War to the Present

Teacher's Guide to the Constitution. English. 1987.

Election Special. Carey and Greenburg. 1988.

GLENCOE
P.O. Box 543, Blacklick, OH 43004-0543 (800) 334-7344

This Land is Your Land. Preparation for Amnesty Legalization and Citizenship. 1990.

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Simon and Schuster Publishing, P.O. Box 2649, Columbus OH 43216 (800) 848-9500

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***Fearon's Our Century 1980-1990. Magazine Series.** 1993. Curriculum guide available.
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(1) Our Government in Action
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(2) Volume 2: The Development of a Nation
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(1) Volume 1: 1620-1900
(2) Volume 2: The Twentieth Century

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1600 Pontenova Ave., Hacienda Heights, CA 91745 (818) 855-3510

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5513 N. Cumberland Ave., Chicago, IL 60656-1741 (800) 255-5425

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333 Seventh Avenue
New York, NY 10001

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20 Park Plaza, Boston, MA 02116 (800) 278-2574

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P.O. Box 1545, Palantine, IL 60078 (800) 336-3656

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Los Angeles, CA 90017 (213) 625-6651.

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201 W. 103rd St., Indianapolis, IN 46290 (800) 858-7674

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1575 42nd St., San Diego, CA 92125 (619) 263-8368

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13900 Prospect Rd., Cleveland, OH 44136 (800) 321-3106

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4255 W. Touhy Ave., Lincolnwood, IL 60646-1975 (708) 679-5500

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1320 Jamesville Ave., Box 131, Syracuse, NY 13210 (800) 448-8878

The Constitution Made Easier. Plummer. 1987.

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1701 Broadway, Seattle, WA 98122 (503) 378-6848 x370

*United States Citizenship Supplemental Manual. 1993. Companion audiocassette.

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P.O. Box 513, Freeport, IL 61032 (800) 345-7335

*The United States Constitution. Glisan. 1989.
Reproducibles and workbook available.

*Your State and its Constitution. Glisan. 1990.
Workbook available.

*Herstory. Poor. 1990.
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P.O. Box 66, Phoenix, NY 13135 (315) 695-7261

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P.O. Box 130, Indian Rocks, FL 34635 (800) 255-9085

*Preparing for Citizenship: Citizenship for Individuals with Limited English Skills. Duplicatable book.

PRO LINGUA ASSOCIATES
15 Elm St., Brattleboro, VT 05301 (802) 257-7779

American Holidays. Exploring Traditions, Customs. Klebanow and Fischer. 1986.

Living in the United States. Hawkinson and Clark. 1992.

PRENTICE HALL REGENTS
200 Old Tappan, NJ 07675 (800) 223-1360 NJ or (800) 375-2375 CA

Here To Stay in the U.S.A. Maciel, Duffy. 1990.

Voices of Freedom. Bliss. 1994.

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School Group Division, 4350 Equity Drive, Columbus, OH 43228 (800) 848-9500

Worker Rights Know-How. Meltzer. 1986.

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SCHOLASTIC BOOK SERVICES
2931 East McCarty Street, Jefferson City, MO 65102 (800) 325-6149

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STECK-VAUGHN COMPANY
8701 N. Mopac Expressway, Austin, TX 78759-8364 (800) 531-5015 or (512) 343-8227

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***Good Citizenship Library.** Shuker-Haines. 1995.
(1) The Congress: America's Lawmakers
(2) The President: America's Leader
(3) The Judiciary: Laws We Live By
(4) The Military: Defending the Nation
(5) The Vote: Making Your Voice Heard
(6) Taxation: Paying for Government
(7) Becoming a Citizen: Adopting a New Home
(8) Rights and Responsibilities: Using Your Freedom

It's Yours: The Bill of Rights. Brady, Pereira and Hess. 1993. Teacher's guide available.

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(1) America's Early Years
(2) Democracy in Action
(3) Twentieth Century America
(4) Citizens Today

Steps to U.S. Citizenship. Flynn. 1989.

U.S. DEPARTMENT OF JUSTICE (U.S. Government Printing Office)
Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954 (202) 783-3238. Fax orders to (202) 512-2250. Include stock number, quantity, title, price and total payment enclosed. Advanced payment required. No charge for normal shipping (allow 4-6 weeks). Also available at the U.S. Government Bookstore, 505 South Flower Street, Los Angeles, CA 90071 (213) 239-9844.

Federal Citizenship Texts. 1987.

(1) **United States Government Structure. Level I.** (M-291) $3.25.

(2) **United States Government Structure. Level II.** (M-290) $4.00.

(3) **United States History 1600-1987. Level I.** (M-289) $6.50.
(4) **United States History 1600-1987. Level II.** (M-288) $5.50.

(5) **Citizenship Education and Naturalization Information.** (M-287) $2.00.

(6) **Reference Manual for Citizenship Instructors.** (M-286) $2.50.

(7) ***Citizenship Charts.** (M-9). $7.50.

(8) **United States Citizenship Education and Naturalization Information: An English as a Second Language Text.** (M-302) $5.50.
(Also known as **For the People** developed by the Center for Applied Linguistics.)

(9) **United States Government Structure: An English as a Second Language Text.** (M-303) $10.00.
(Also known as **By the People** developed by the Center for Applied Linguistics.)

(10) **United States History 1600-1988: An English as a Second Language Text.** (M-304) Currently out of print.
(Also known as **Of the People** developed by the Center for Applied Linguistics.)

U.S. DEPARTMENT OF JUSTICE (Forms Center West)
Immigration and Naturalization Service, Western Region, Forms Center West, 5600 Rickenbacker Road, Bldg. 6E, Bell, CA 90201. Or fax requests to (213) 526-7682. For excessive ordering delays, call Delia Ramirez at (714) 643-4988.

***The Government Citizenship Textbook Series.** Center for Applied Linguistics.
Available free of charge. Not to be sold or attached to any other fee for service schedule.
(1) For the People (M-302)
(2) By the People (M-303)
(3) Of the People (M-304)

***Application for Naturalization.** (N-400 - Form WR-658)
Education providers and non-profits use this form for instructional purposes.

***INS Pamphlets.** (N-17 and M-76 pamphlets - Form WR-658)
These pamphlets provide information about INS naturalization guidelines.

***Naturalization Form.** (N-400 package - Form WR-724)
Applicants use this form to apply for naturalization.

VIDEO MATERIALS

ENTRY PUBLISHING, INC.
27 West 96th St., New York, NY 10025 (212) 662-9703

Our Constitution: The Document that Gave Birth to a Nation.
A dramatic illustration of the historical significance of the Constitution, its structure, functions and present day meaning.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Amnesty Television Project, Division of Adult and Occupational Education, Room 237, 1320 W. 3rd. St., Los Angeles, CA 90017 Contact: Elsa Zamora (213) 625-6651.

Amnesty America - The Second Step. Series of 20-1/2 hour programs.
This series provides amnesty preparation students with information regarding INS rules and regulations, forms and completion of Phase II IRCA legalization requirements. It also contains educational components in history and government, as well as test-taking skills.
Available in English and Spanish.

***Application for Naturalization.** Instructions on how to fill out form N-400.
Available in English and Spanish.

VIDEO LANGUAGE PRODUCTS
P.O. Box 30675, Los Angeles, CA 90030

The INS Interview. Weinberg. 175 questions and answers, including a written transcript of the INS interview questions.

COMPUTER-AIDED INSTRUCTION RESOURCES

EDUCATIONAL ACTIVITIES
1937 Grand Avenue, Baldwin, NY 11510 (800) 645-3739

***Computerized Citizenship Preparation Program.** 1994.
Voice interactive software to help prospective citizens prepare for the INS Citizenship Test. Requires MS-DOS computer with 512K memory, microphone, headset, sound device (Sound Blaster, DigiSpeech, or Covox), and a VGA or MCGA monitor. Sample disk available.

TEACHER TRAINING RESOURCES

COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEM (CASAS)
8910 Clairemont Mesa Blvd., San Diego, CA 92123 (619) 292-2900

California IRCA/ SLIAG Teacher Training Teleconference Series.
Series of 8 Videotapes.
This series is designed to assist ESL instructors in areas ranging from using a competency-based approach to curriculum development, lesson planning and teaching. Tape 8 focuses on teaching Citizenship. The series also assists instructors in how to teach ESL at the Literacy and Beginning levels.

CURRICULUM PUBLICATIONS CLEARINGHOUSE
Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 (800) 322-3905

Building Bridges: A Resource Guide on Citizenship. Becker. 1993

THE IMMIGRANT LEGAL RESOURCE CENTER
1663 Mission St., Ste. 602, San Francisco, CA 94103

Naturalization: A Guide for Legal Practitioners and Other Community Advocates. Cohen, Boyer and others.

Naturalization Group Processing. A Step by Step Guide for Providing Efficient, Effective Naturalization Assistance.

NATIONAL IMMIGRATION LAW CENTER
1636 W. Eighth St., Ste. 205, Los Angeles, CA 90017 (213) 487-2531

Guide to Alien Elegibility for Federal Programs.

NCLE *Annotated Bibliography*

February 1996

Citizenship Curricula for Immigrants

compiled by Dora Johnson

The following are a selection of documents from the ERIC database. The citations are arranged alphabetically by author. The ED number at the end of each document citation is the identification number to be used when ordering copies. For specific information on ordering documents, please see the information box at the end of this bibliography.

DOCUMENTS

Bonilla, Patricia; & Michaele O'Conlin. *Ideabook for Teachers of Amnesty Students.* Albuquerque, NM: New Mexico University, Department of Educational Instruction. 1989. 185 pp. (ED 307 414)

In the first section of this handbook, the authors outline content and class management issues, such as ESL, civics, documentation of student progress, and keeping accurate attendance records. In addition to sections on the legalization process and Immigration and Naturalization (INS) requirements, information is provided on teaching strategies, assessment procedures, thematic units, and two sample teaching units. The 100 questions usually asked during INS interviews are provided in Spanish.

Brady, Sheila; & Others. *It's Yours: The Bill of Rights. Lessons in The Bill of Rights for Students of English as a Second Language.* Chicago, IL: Constitutional Rights Foundation. 1991. 113 pp. (ED 346 000)

This eight-unit curriculum is designed to teach immigrant students their rights and responsibilities under the U.S. legal system. The lessons include interactive activities such as dialogues, assigned tasks, small group review and reporting, and soliciting opinions—all designed to develop higher order thinking skills along with English language learning.

Handbook for ESL/Civics Programming: For Phase II Applicants for Legalization. Arlington, VA: Arlington County Public Schools, Arlington Education and Employment Program (REEP). 1989. 147 pp. (ED 312 911)

Three sets of competency-based curriculum materials are compiled in a handbook intended to help programs assist legalized aliens eligible for amnesty meet the education requirements for permanent residency. They are (1) an intensive ESL civics curriculum with competencies arranged for two literacy levels; (2) a non-intensive ESL/civics curriculum intended for use with low intermediate-level students; and (3) an intensive 60-hour course of U.S. history and government. A fourth section includes resources.

Heiserman, Robert G., & Others. *Becoming a U.S. Citizen: Lessons on Naturalization.* Washington, DC: American Newspaper Publishers Association. 1987. 12 pp. (ED 294 772)

This unit provides a variety of learning activities designed to help students understand the naturalization examination process through role-play and simulated situations examinees may encounter.

Irvine, Patricia, Ed.; & Others. *The Naturalization Process in New Mexico. A Guide for ESL Teachers and Advocates.* Albuquerque, NM: Catholic Social Services. 1991. 112 pp. (ED 353 860)

This manual consists of six articles which provide an overview of the naturalization process as it applies primarily to Hispanic immigrants. The authors provide information and guidance on how to integrate language and content and how to deal with multilevel classes. The appended materials, to be used for literacy practice, are practical forms and samples, including authentic statements taken from INS interviews.

Manual de Preparación para Ciudadanía = Handbook for Citizenship Preparation. San Antonio, TX: Education Service Center Region 20. 1990. 64 pp. (ED 321 591)

This handbook consists of brief lessons in Spanish and English on U.S. history and government.

Saylor, Annabelle; & Others. *Study Guide To Prepare for New Written Citizenship Examination: A Guide for Beginner Level ESL Students.* Harrisburg, PA: Catholic Charities. 1993. 76 pp. (ED 370 453)

Immigrants preparing to take the history portion of the citizenship test will find this study guide helpful. It is in large type and covers five topics: the new world, becoming a nation, new government, the first 100 years, and the 20th century. Sample tests are appended. (Available from Pennsylvania Department of Education, Division of Adult Basic & Literacy Education, 333 Market Street, 12th Floor, Harrisburg, PA 17126.)

Short, Deborah J.; & Others. *By the People...U.S. Government Structure. An English as a Second Language Text.* 1988. 186 pp. (ED 338 116)

One of a series of three volumes, this textbook contains 25 chapters on subjects such as the Constitution, the election process, the three branches of government, and the checks and balance system. The subject matter is integrated into lessons that provide practice in listening, speaking, reading, and writing skills. (Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 [Cover No. M-303]).

_____. *For the People...Citizenship Education and Naturalization Information. An English as a Second Language Text.* 1988. 110 pp. (ED 344 501)

One of a series of three volumes, this textbook has lessons on U.S. citizenship education and naturalization, and provides practice in listening, speaking, reading, and writing skills. Appendices include forms immigrants need to become familiar with in their applications for citizenship. (Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 [Cover No. M-302]).

_____. *Of the People...U.S. History 1600-1988. An English as a Second Language Text.* 1988. 272 pp. (ED 344 501)

One of a series of three volumes, this textbook provides history lessons as well as English language practice in listening, speaking, reading, and writing. (Out of print from the Superintendent of Documents, U.S. Government Printing Office.)

NOTE: The above three publications were revised and republished as two volumes: *By The People, For The People: U.S. Government and Citizenship* and *Of The People: U.S. History.* 1995 which are available from Delta Systems Co., Inc., 1400 Miller Parkway, McHenry, IL 60050; 815-363-2948 or 800-323-8270.

We the People Count. Census Day: April 1, 1990. Instructor's Guide. Albany, NY: New York State Department of Education, Bureau of Curriculum Development. 1990. 90 pp. (ED 316 724)

This manual provides guidelines on how to increase awareness of and participation in the decennial, i.e. every 10 years, U.S. census. It provides learning activities for language arts, math, social studies, and environmental education. The material was prepared with ABE, GED, and ESL student populations in mind. There are 4 sample ESL lessons provided at the end.

HOW TO ORDER DOCUMENTS

Citations with ED numbers are documents from *Resources in Education.* They can be read at a library with an ERIC microfiche collection or purchased, in microfiche or paper copy, from: ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852 (800-443-3742). Prices vary. For the location of the nearest ERIC collection, contact NCLE at 1118 22nd Street, NW, Washington, DC 20037 (202-429-9292, ext. 200).

This report was prepared with funding from the U.S. Department of Education, Office of Vocational and Adult Education and the National Institute for Literacy, through the Office of Educational Research and Improvement, under contract no. RR 93002010. The opinions expressed in this report do not necessarily reflect the positions or policies of the Institute or ED.

CAL Center for Applied Linguistics • 1118 22nd Street, NW • Washington, DC 20037

NCLE *Annotated Bibliography*

February 1996

Citizenship Education for Immigrants

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DOCUMENTS

Becker, Aliza. *Building Bridges: A Resource Guide on Citizenship.* Springfield, IL: Illinois State Board of Education, Adult Education and Literacy Section. 1993. 336 pp. (ED 373 589)

This guide is intended to help citizenship training providers develop an efficient and effective programming process for immigrants planning to become naturalized. It highlights important naturalization issues, e.g., immigration trends, the purpose of naturalization education, and program design. Substantial appendices include INS forms, references for citizenship education, tests, and demographic data on foreign born individuals in the United States. Some materials are in Spanish.

Brumberg, Stephan F. *Preach Americanism. The Education of Immigrants during the Great War.* Paper presented at the Annual Meeting of American Educational Research Association, San Francisco, CA. 1989. 34 pp. (ED 314 314)

The author summarizes the U.S. government's efforts during World War I and beyond to create good citizens. The activities of three agencies in developing slogans, such as "Make English the Language of the Nation," and textbooks (including one on penmanship) are described. Public schools were enlisted to undertake the training of immigrants. The lack of adequate literacy skills in those enlisting in the armed forces was noted even then.

Fujimoto, Jack. *Fulfilling the Promise: From Amnesty to Citizenship. Part I, the Los Angeles Mission College Experience.* Los Angeles, CA: California Community College Educators for New Californians. 1994. 57 pp. (ED 375 866)

This report argues that community colleges are necessary in the process of educating immigrants. Furthermore, effective programs in implementing the Immigration Reform Control Act (IRCA) are should cooperate with one another in areas such as identifying students, developing a curriculum that articulates to other programs, and producing appropriate skill level instructional materials. Of programmatic interest is Part III, which describes operational issues such as the training of ESL teachers, developing a database of amnesty students, and integrating the database into a good management information system.

Schoua-Glusberg, Alicia S. *Immigration Education Program, FFY 89-FFY 93. Final Study of the Illinois State Legalization Impact Assistance Grant.* Des Plaines, IL: Adult Learning Resource Center. 1993. 52 pp. (ED 373 587)

This report studies the effect of the State Legalization Impact Assistance Grant (SLIAG) program in Illinois. Data were collected via telephone surveys, open-ended interviews, and a computerized survey of providers. Students in the program had never before participated in any ESL and/or citizenship program, and, in general, found the program a positive influence in their lives.

Seaman, Don F.; & Sylvia Cueller. *The Houston Community College Eligible Legalized Alien Program. Evaluation Program. Evaluation Report.* College Station, TX: Texas Center for Adult Literacy and Learning. 1990. 31 pp. (ED 329 138)

This report describes a program designed to respond to the Immigration & Reform Act (IRCA) of 1986. Program components included ESL and citizenship instruction, basic literacy, and GED classes. The curriculum, various activities beyond the classroom, evaluation procedures, and demographic data on the enrollees are discussed.

Selman, Gordon. *Citizenship and the Adult Education Movement in Canada.* Vancouver, Canada: British Columbia University, Center for Continuing Education. 1991. 177 pp. (ED 334 358)

This monograph looks at the development of citizenship education in Canadian adult education, its history, theoretical underpinnings, professional organizations, migrants and ethnic groups, programs, the movements of social change, as well as current trends. Unlike U.S. identity which is grounded in the development of individualism, Canadian identity is grounded in the development of community. Hence imaginative training programs, created to meet the regional, ethnic, gender/age needs, have been developed in Canada. (Available from Publications, Centre for Continuing Education, University of British Columbia, Vancouver, BC V6T 2A4, Canada.)

Taylor, Linda, & Others. *Three Years of Amnesty Education in California. IRCA Pre-Enrollment Appraisal Results for New Californians.* San Diego, CA: Comprehensive Adult Student Assessment System (CASAS). 1992. 70 pp (ED 356 684)

This report provides information on the amnesty student population in California based on the IRCA Appraisal over a three-year period. Included in the report are a demographic and educational profile of the student population, amnesty program characteristics including an overview of the delivery system, and information on student progress.

U.S. Immigration and Naturalization Service. *Legalization: Phase Two Requirements and Guidelines for Courses of Study Recognized by the Attorney General.* Washington, DC: Author. 1989. 57 pp. (ED 318 291)

In this document, the INS Office of Outreach provides information on the basic skills requirements for the legalization process. It covers guidelines for the courses of study, Student Performance Levels 1-10, a revised list of the 100 standardized U.S. history and government questions and answers, 20 sample sentences used in the English literacy test, and a list of alternatives for the satisfactory meeting of requirements for English and civics study.

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Star-Spangled Banner Vocabulary

dawn - early morning

hail - expression of praise

twilight - when you can see light from the sun, but not the sun before sunrise or after sunset.

broad - wide

perilous - risky, not safe

gallantly - proudly

glare - a strong light

burst - to break into pieces

proof - evidence

Interpretation

Hey ! Can you see, with the early morning light, what (the flag) we so proudly honored last night when the sun was setting? Whose wide stripes and bright stars, during the dangerous fight, were proudly flying over the walls of the fort? And the rockets' red light, the bombs exploding in air, proved during the night that our flag was still there. Hey! Does that star-spangled flag still wave over the land of the free and the brave?

Minnesota Literacy Council
Community Literacy Collaborative
August 1997

Information Gap Activity

Goals: Practice forming questions and answering questions that are asked at the interview. Oral, aural, reading and writing practice.
Instructions: Model the activity using one student, then have the class fill our the chart by **asking** each other questions. Prior knowledge/instruction on forming questions, and the use of questions words (who, what, where, why, how, when) is needed prior to this activity. After the grid is completed, it can be used to further to practice listening and speaking by asking questions from the grid or by giving the answer and having a student provide the question. E.g. "When did Juan come to the United States?" "Five foot two"

Name	Date of birth	Place of birth	Home phone #	When did you come to the U.S.?	Have you ever used a different name?	How tall are you?	Can you speak, read, and write English?

Another example

Name	Are you married?	Husband/wife's name	Is he/she a citizen?	How many children do you have?	Do you pay child support?	How many people live in your house?

Branches of Government

	Legislative Branch		Executive Branch	Judicial Branch
Place of work				
Person/people				
Number of people				
Job/duty				

Branches of Government

Senate	House of Representatives	White House	Supreme Court	Congress
Senators	Representatives	President	Supreme Court Justices	
100	435	1	9	
Make the laws.		Enforce the laws.	Interpret the laws.	

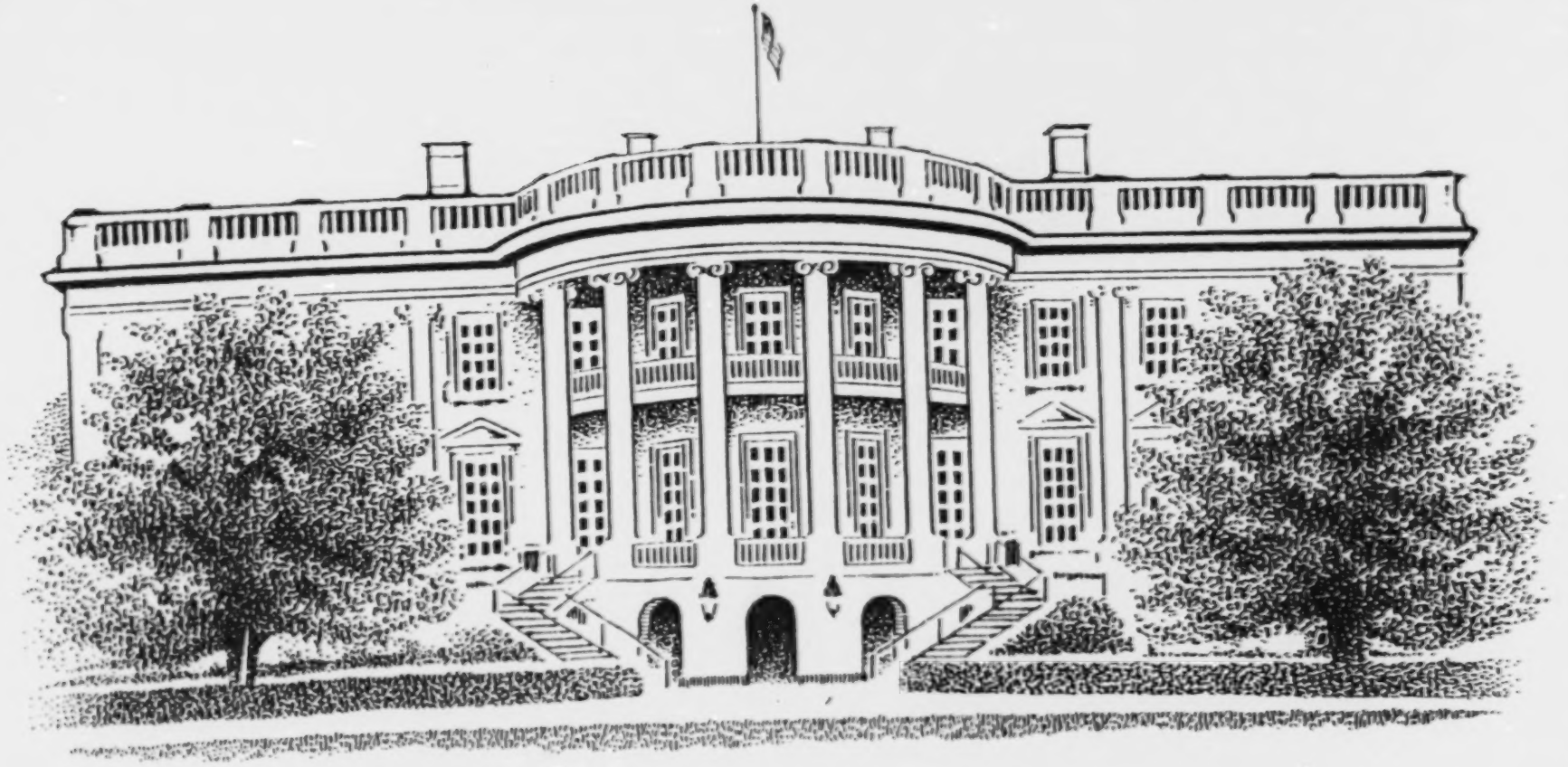
1. Ask questions relation to the branches of government and place pieces on the board, explaining where they go and why as you proceed.

2. Divide the pieces among a group of 2-3 students and ask them to put them in the correct place. When finished, ask true or false questions based on the information on the board. " Are there 435 senators?", etc.

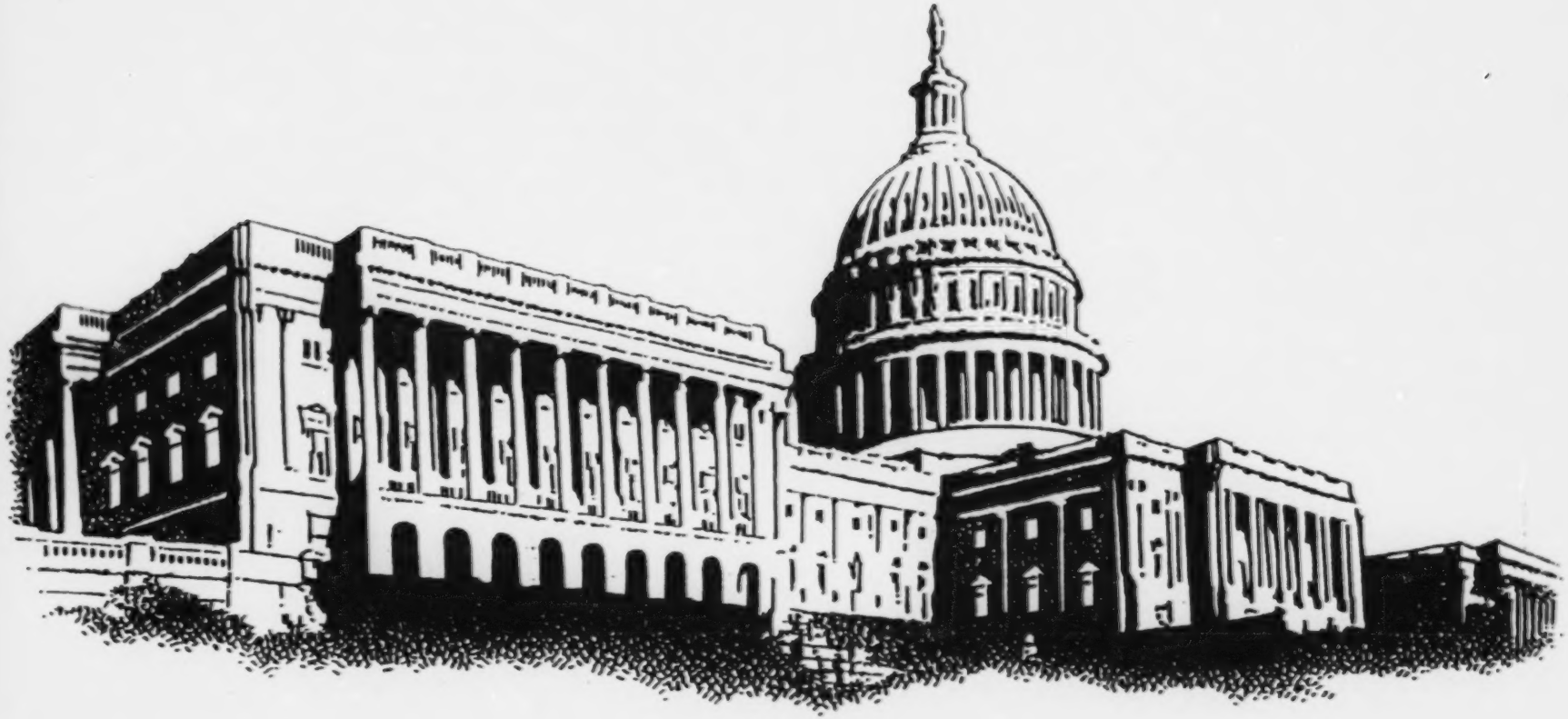
3. Repeat.

4. Ask one person at a time to complete the board.

When reviewing the information, it works well to connect the words to images. With a picture of the capitol in Washington, D.C., explain that the Senate works on one side and the House of Representatives on the other. Explain that the President works, as well as lives, in the White House and that you can distinguish the Capitol from the White House by the dome. A picture of the president is also helpful. There is an extra board piece (Congress) to use with an image of the capitol.



The White House, Washington, D.C.



The Capitol, Washington, D.C.

Bingo

Materials: 13 different BINGO boards
markers
citizenship questions and vocabulary list for the facilitator

Instructions:

1. Choose a facilitator who will call out questions.

2. Pass out the BINGO boards and markers.

3. The facilitator calls out questions from the 100 typical Citizenship Questions list, or definitions from the list of vocabulary. The players call out the correct answer and try to find the term or answer on his/her card, and places a marker on it. The player who completes a row (horizontal, vertical or diagonal) wins.

Note to facilitator: please note that many questions have the same answer. Do not call out questions in any specific order. Ask vocabulary questions to solicit the vocabulary word.

Minnesota Literacy Council
Community Literacy Collaborative
Resvised March 1998

BINGO QUESTIONS

The questions in bold are represented on BINGO cards #1-13

100 Typical Citizenship Questions

These questions come from the INS. They have been arranged in order by theme.

	Answers
The government structure	
1. How many branches are there in our government?	**1. Three**
2. What are the three branches of our government?	2. Legislative, Executive, Judiciary
Legislative branch	
3. What is the legislative branch of our government?	**3. Congress**
4. Who makes laws in the United States?	**4. Congress**
5. What is Congress?	**5. The Senate and House of Representatives**
6. What are the duties of Congress?	**6. To make laws**
7. Who elects Congress?	**7. The people**
8. How many senators are there in Congress?	**8. One Hundred**
9. Why are there 100 senators in the Senate?	9. Two are elected from each state
10. Can you name the two senators from your state?	**10. Rod Grams, Paul Wellstone**
11. How long do we elect each senator?	**11. Six years**
12. How many representatives are there in Congress?	**12. Four hundred thirty five**
13. How long do we elect the representatives?	**13. Two years**
14. Where does Congress meet?	14. The capitol in Washington D.C.
15. How many times may a senator be re-elected?	**15. There is no limit**
16. How many times may a congressman be re-elected?	**16. There is no limit**
Judiciary branch	
17. What is the judiciary branch of our government?	**17. The Supreme Court**
18. What are the duties of the Supreme Court?	**18. To interpret laws**
19. Who is the chief justice of the Supreme Court?	**19. William Rehnquist**
20. Who selects the Supreme Court justices?	**20. The President**
21. How many Supreme Court justices are there?	**21. Nine**
22. What is the highest court in the United States?	**22. The Supreme Court**
Executive branch	
23.Who was the first President of the United States?	**23. George Washington**
24. Who is the President of the United States today?	**24. Bill Clinton**
25. Who is the Vice-President today?	**25. Al Gore**
26. Who elects the President of the United States?	**26. The electoral college**
27. Who becomes President of the United States if the President should die	**27. The Vice-President**
28. How long do we elect the President?	**28. Four years**

29. How many terms can a President serve? **29. Two**

30. Who becomes President of the United States if the President and Vice-President should die? 30. Speaker of the House of Representatives

31. What is the executive branch of the government? 31. The President, Cabinet, and departments under the Cabinet members

32. According to the Constitution, a person must meet certain requirements in order to become President. Name one of these requirements. 32. Must be a natural born citizen of the United States, must be at least 35 years old by the time he/she will serve, must have lived in the United States for at least 14 years

33. What is the head executive of a state government called? **33. Governor**

34. What is the head executive of a city government called? **34. Mayor**

35. Who signs bills into law? **35. The President**

36. What special group advises the President? **36. The Cabinet**

37. Who has the power to declare war? **37. The Congress**

38. What is the name of the President's official home? **38. The White House**

39. What is the White House? 39. The President's official home

40. Where is the White House located? 40. Washington D.C. (1600 Pennsylvania Avenue, NW)

41. Who is commander in chief of the U.S. military? **41. The President**

42. In what month do we vote for the President? **42. November**

43. In what month is the new President inaugurated? **43. January**

44. Can you vote? **44. No**

The Constitution

44. What is the Constitution? **44. The supreme law (of the land)**

45. Can the Constitution be changed? 45. Yes

46. What do we call a change to the Constitution? **46. Amendments**

47. How many changes or amendments are there to the Constitution? **47. Twenty seven**

48. What is the supreme law of the United States? **48. The Constitution**

49. What are the first 10 amendments of the Constitution called? **49. Bill of Rights?**

50. Where does freedom of speech come from? **50. The Bill of Rights**

51. Name three rights or freedoms guaranteed by the Bill of Rights

51. a) The right of freedom of speech, press, religion, peaceable assembly and requesting change of government

b) The right to bear arms (the right to have weapons or own a gun, though subject to certain regulations).

c) The government may not quarter, or house, soldiers in the people's homes during peacetime without the people's consent.

d) The government may not search or take a person's property without a warrant.

e) A person may not be tried twice for the same crime and does not have to testify against him/herself.

f) A person charged with a crime still has some rights, such as the right to a trial and to have a lawyer.

g) The right to trial by jury in most cases.

h) Protects people against excessive or unreasonable fines or cruel and unusual punishment.

I) The people have rights other than those mentioned in the Constitution.

j) Any power not given to the Federal Government by the Constitution is a power of either the state or the

people.

52. What are the first ten amendments to the Constitution called? **52. The Bill of Rights**

53. Whose rights are guaranteed by the Constitution and the Bill of Rights?

53. Everyone (citizens and non-citizens living in the U.S.)

54. What is the introduction to the Constitution called?

54. The preamble

55. Name one right guaranteed by the first amendment?

55. Freedom of : speech, press, religion, peaceable assembly, and requesting change of government

56. What is the minimum voting age in the United States

56. Eighteen

57. What is the most important right granted to U.S. citizens?

57. The right to vote

United States history

58. What is the 4th of July?

58. Independence Day

59. What is the date of Independence Day?

59. July 4th

60. Who did the United States gain independence from?

60. England

61. What country did we fight during the Revolutionary War? **61. England**

62. Can you name the original thirteen states?

62. Connecticut, New Hampshire, New York, New Jersey, Massachusetts, Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island, and Maryland

63. Who said "Give me liberty or give me death"?

63. Patrick Henry

64. Which countries were our enemies during World War II?

64. Germany, Italy, and Japan

65. What are the 49th and 50th states of the union?

65. Hawaii and Alaska

66. Who was Martin Luther King Jr.?

66. A civil rights leader

67. Why did the pilgrims come to America?

67. For religious freedom

68. What holiday was celebrated for the first time by the American colonists?

68. Thanksgiving

69. Who was the main writer of the Declaration of Independence? **69. Thomas Jefferson**

70. When was the Declaration of Independence adopted?

70. July 4th, 1776

71. What is the basic belief of the Declaration of Independence?

71. That all men are created equal

72. What is the national anthem of the United States?

72. The Star-Spangled Banner

73. Who wrote the Star-Spangled Banner?

73. Francis Scott Key

74. Who was the President during the civil war?

74. Abraham Lincoln

75. What did the Emancipation Proclamation do?

75. Freed many slaves

76. Which President is called "the father of our country"?

76. George Washington

77. Who helped the pilgrims in America?

77. Native Americans

78. What is the name of the ship that brought the pilgrims to America?

78. The Mayflower

79. What were the 13 original states of the United States called? **79. Colonies**

80. Which President freed the slaves?

80. Abraham Lincoln

81. In what year was the Constitution written?

81. 1787

82. Which President was the first commander in chief of the U.S. military?

82. George Washington

The flag

83. What are the colors of our flag?
84. How many stars are there in our flag?
85. What color are the stars on our flag?
86. What do the stars on the flag mean?
87. How many stripes are there in the flag?
88. What color are the stripes?
89. What do the stripes on the flag mean?

83. Red, white and blue
84. Fifty
85. White
86. One for each state in the union
87. Thirteen
88. Red and white
89. They represent the original thirteen states

Your state government

90. What is the capital of your state?
91. Who is the current governor of your state?
92. Who is head of you local government?

90. St. Paul
91. Arne Carlson
92. (Insert local information)

The United States today

93. How many states are there in the union?
94. What immigration and naturalization service form is used to apply to become a naturalized citizen?
95. Name one purpose of the United Nations?

96. Name one benefit of being a citizen of the United States?

97. What is the United States Capitol ?
98. What are the 2 major political parties in the U.S. today?
99. How many states are there in the United States?
100. What kind of government does the United States have?

93. Fifty
94. Form N-400, "Application to file petition for naturalization"
95. For countries to discuss and try to resolve world problems; to provide economic aid to many countries
96. Obtain Federal Government jobs; travel with a U.S. passport; petition for close relatives to come to the U.S. to live
97. The place where Congress meets
98. Democrat and Republican
99. 50
100. Republican

Vocabulary

Communist	=	Party that wants common ownership of production and distribution of products.
Nazi	=	Ruling party in Germany from 1933 to 1945 under Adolf Hitler.
Persecution	=	**hurt someone**
Drafted	=	**ask to be soldier**
Selective Service	=	**give name to be soldier**
Deserted	=	**ran away, leave with out permission**
Income tax	=	I work, I pay tax
Deportation	=	**INS tells you to go back to your country**
Claimed to be a U.S. citizen	=	lied
Drunkard	=	**drink too much alcohol**
Polygamy	=	**2 husbands or 2 wives**
Prostitute	=	**sell your body**
Helped any alien to enter the U.S.	=	smuggle
Narcotic drugs	=	cocaine, marajuana, opium
Illegal gambling	=	play cards for money and not pay taxes
False testimony	=	**tell a lie**
Incompetent/Mental institution	=	crazy
Nobility	=	**family is King or Queen**
Committed any crime	=	break the law
Arrested	=	trouble with police
Constitution	=	Supreme law
Oath of allegiance	=	**swear to help the U.S.**
Bear arms	=	**carry a gun**
Noncombatant services	=	**help the army but not fight**
Work of national importance	=	help the U.S.

1.

B	I	N	G	O
amendment	July 4th	prostitute	2	Thomas Jefferson
polygamy	George Washington	the White House	governor	35
electoral college	435	to make laws	Arne Carlson	Japan
deserted	Congress	Bill of Rights	Supreme law	drafted
mayor	6	Rod Grams	Supreme Court	England

2.

B	I	N	G	O
27	Al Gore	electoral college	Cabinet	Abraham Lincoln
bear arms	to interpret laws	Patrick Henry	6	January
William Rehnquist	Vice-President	4	nobility	Selective Service
18	mayor	Preamble	Emancipation Proclamation	colony
Germany	Paul Wellstone	constitution	100	Martin Luther King

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3.

B	I	N	G	O
bear arms	deportation	November	colony	100
Italy	electoral college	cabinet	13	St. Paul
Francis Scott Key	35	Arne Carlson	Thomas Jefferson	to make laws
false testimony	Mayor	Oath of Allegiance	red and white	4
6	Bill Clinton	noncombatant services	1787	president

4.

B	I	N	G	O
Al Gore	Congress	1776	Supreme Court	the people
100	Bill of Rights	January	Abraham Lincoln	white
bear arms	deserted	supreme law	drunkard	18
noncombatant services	50	Oath of Allegiance	mayor	Germany
Thomas Jefferson	deportation	president	Rod Grams	Martin Luther King

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5.

B	I	N	G	O
polygamy	colony	Senate and the House of Represenatives	Italy	50
no	435	England	governor	Bill of Rights
St. Paul	electoral college	amendment	Thomas Jefferson	persecution
George Washington	drafted	4	Abraham Lincoln	Francis Scott Key
red and white	1787	preamble	18	cabinet

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6.

B	I	N	G	O
selective service	Arne Carlson	3	amendment	Native Americans
drafted	the Mayflower	white	drunkard	to make laws
vice-president	9	Patrick Henry	oath of allegiance	Germany
William Rehnquist	George Washington	the Star-Spangled Banner	Congress	Independence day
religious freedom	1787	Thanksgiving	Paul Wellstone	50

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7.

B	I	N	G	O
England	Arne Carlson	3	Bill Clinton	George Washington
drafted	the Mayflower	white	drunkard	to make laws
Governor	9	nobility	deserted	electoral college
William Rehnquist	35	the Star-Spangled Banner	Congress	50
polygamy	cabinet	Thanksgiving	Vice-President	amendment

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8.

B	I	N	G	O
the Mayflower	Arne Carlson	prostitute	drafted	Italy
England	George Washington	the White House	governor	Supreme Court
mayor	polygamy	to make laws	9	Thomas Jefferson
Native Americans	Congress	35	Senate & the House of Represenatives	435
non-combatant services	6	no	2	Bill of Rights

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9.

B	I	N	G	O
Arne Carlson	non-combatant services	to make laws	Rod Grams	Oath of Allegiance
polygamy	no limit	435	Governor	35
electoral college	the White House	Abraham Lincoln	amendment	mayor
deportation	Congress	Bill of Rights	18	deserted
Japan	England	drafted	Supreme Court	July 4th

10.

B	I	N	G	O
Thomas Jefferson	supreme law	preamble	100	Patrick Henry
white	Martin Luther King	the White House	Germany	435
polygamy	Senate and House of Represenatives	St. Paul	Arne Carlson	Republican
Native Americans	35	Emancipation Proclamation	November	drafted
to make laws	bear arms	Thanksgiving	Supreme Court	drunkard

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11.

B	I	N	G	O
amendment	Francis Scott Key	William Rehnquist	9	nobility
Japan	Bill of Rights	the White House	colony	50
cabinet	July 4th	to interpret laws	mayor	polygamy
deserted	Congress	George Washington	red and white	drafted
no	35	false testimony	Vice-President	Italy

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B	I	N	G	O
Republican	Bill Clinton	William Rehnquist	35	Supreme law
6	Bill of Rights	the White House	no limit	50
Hawaii and Alaska	2	to interpret laws	Mayor	red and white
deserted	Senate and the House of Represenatives	July 4th	polygamy	drafted
Native Americans	Japan	false testimony	Supreme Court	St. Paul

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B	I	N	G	O
amendment	no limit	prostitute	2	Thomas Jefferson
Bill Clinton	George Washington	the White House	Governor	35
electoral college	435	to make laws	Arne Carlson	Hawaii and Alaska
deserted	Congress	Supreme law	Paul Wellstone	drafted
Mayor	6	Rod Grams	no	England

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Memory

Directions:

Place the cards face down in rows. In pairs, take turns trying to find the pairs that match. A player turns two cards over. If they match, s/he can take another turn. If they do not match, the next player takes a turn.

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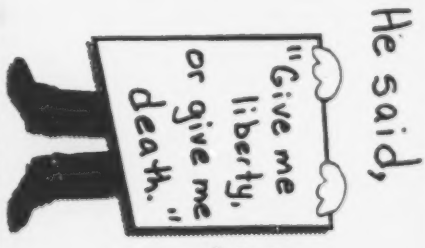
Patrick Henry	Senator	Al Gore
Star-Spangled Banner	president	Stars
35	Stripes	Representatives
Abraham Lincoln	George Washington	27
100	William Clinton	William Rehnquist

We elect this person for 2 years.	We elect this person for 6 years.	We elect this person for 4 years.
He was president during the civil war.	He was the first president of the United States.	He is the vice president today.
They represent the thirteen original colonies.	They represent the fifty states.	The number of amendments to the constitution.
The president must be at least _____ years old.	The number of senators in the senate	He is the president today.
Francis Scott Key wrote it.	He said, "Give me liberty or give me death."	Current chief justice of the Supreme Court.

Patrick Henry	Senator	Al Gore
35		
		27
100	William Clinton	

What is the name of the President's official home.	We elect this person for 6 years.	Where does Congress meet.
He was president during the civil war.	He was the first president of the United States.	He is the vice president today.
They represent the thirteen original colonies.	They represent the fifty states.	The number of amendments to the constitution.
The president must be at least _____ years old.	The number of senators in the senate	He is the president today.
Who is the govenor of your state.	 He said,	A civil rights leader.

Jeopardy

Directions:

Divide the students into two teams. Only one person on the team responds for the team. Points are accrued as a team. The first person on Team A chooses a category and a point level (History, for 10 points). Read the question. If he or she answers correctly, award 10 points to Team A and remove that question from the board. Then the first person on Team B chooses any category and point level, including any that previous students missed. Continue back and forth until all the questions have been answered.

Other Options

Variation 1: If student #1 on Team A gets the right answer, continue to student #2 on the same team and so on until somebody misses. Then go to Student #1 on Team B.

Variation 2: Set a time limit for responses. Fifteen seconds is generally a reasonable time.

Variation 3: Include Daily Double questions somewhere in your questions where double points are awarded.

Variation 4: At the end, have one big Final Jeopardy question. Make it worth a lot of points, especially if one team is way behind the other. This gives one last chance for anyone to win the game. (This is also good if you run out of class time but need to close out the game.)

Variation 5: Instead of calling out questions, call out the answer and the player is required to state a question. (Good practice with the question words and forming questions.)

Adapted from Lynette Bowen, *Hands-on-English*, Vol 6, No.4

Jeopardy

Branches of Government	History and the Constitution	N-400 Vocabulary	Wild Card
10	10	10	10
20	20	20	20
30	30	30	30
40	40	40	40
50	50	50	50

Branches of Government

10 points

1.	How many branches are there in our government?	**Three**
2.	What are the three branches of our government?	**Legislative, Executive, Judiciary**
3.	What are the duties of Congress?	**To make laws**
4.	Who elects Congress?	**The people**
5.	What is the judiciary branch of our government?	**The Supreme Court**
6.	What are the duties of the Supreme Court?	**To interpret laws**
7.	Who was the first President of the United States?	**George Washington**
8.	Who is the President of the United States today?	**Bill Clinton**
9.	What is the name of the President's official home?	**The White House**

20 points

1.	What is Congress?	**The Senate and House of Representatives**
2.	What is the legislative branch of our government?	**Congress**
3.	Who selects the Supreme Court justices?	**The President**
4.	Who elects the President of the United States?	**The electoral college**
5.	Who makes the laws in the United States?	**Congress**
6.	Who becomes President of the U.S. if the Pres. should die?	**The Vice President**
7.	Where is the White House located?	**Washington D.C. (1600 Pennsylvania Ave, NW)**
8.	What is the White House?	**The President's official home.**

30 points

1.	Who becomes President of the U.S. if the President and the Vice-President should die?	**Speaker of the House of Representatives**
2.	Who signs bills into laws?	**The President**
3.	Who has the power to declare war?	**Congress**
4.	How many times may a senator be re-elected?	**There is no limit**
5.	How many times may a congressman be re-elected?	**There is no limit**
6.	How many terms can a President serve?	**Two**
7.	Who is the chief justice of the Supreme Court?	**William Rehnquist**
8.	According to the Constitution, a person must meet certain requirements in order to become President. Name one of these requirements.	**Must be a natural born citizen of the U.S., must be at least 35 years old by the time he/she will serve, must have lived in the U.S. for at least 14 years.**

40 points

1.	In what month is the new President inaugurated?	**January**
2.	What is the head executive of a city government called?	**Mayor**
3.	What is the head executive of a state government called?	**Governor**

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4.	Why are there 100 senators in the Senate?	**Two are elected from each state**
5.	What is the highest court in the United States?	**The Supreme Court**
6.	For how long do we elect the representatives?	**Two years**
7.	How long do we elect each senator?	**Six years**

50 points

1.	Where does Congress meet?	**The Capitol in Washington D.C.**
2.	How many Supreme Court justices are there?	**Nine**
3.	Can you name the two senators from your state?	**Rod Grams, Paul Wellstone**
4.	What is the executive branch of the government?	**The President, Cabinet and departments under the Cabinet members**
5.	What special group advises the President?	**The Cabinet**
6.	Who is commander in chief of the U.S. military?	**The President**
7.	In what month do we vote for the President?	**November**

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HISTORY AND THE CONSTITUTION

10 points

1. What is the 4th of July?	**Independence Day**
2. Who did the U.S. gain independence from?	**England**
3. What is the date of Independence Day?	**July 4th**
4. What is the Constitution?	**The supreme law of the land**
5. Can the Constitution be changed?	**Yes**

20 points

1. What country did we fight during the Revolutionary War?	**England**
2. What were the 13 original states of the United States called?	**Colonies**
3. What do we call a change to the Constitution?	**Amendments**
4. What is the supreme law of the United States?	**The constitution**
5. How many changes or amendments are there to the Constitution?	**27**
6. What is the Bill of Rights?	**The first 10 amendments of the Constitution**
7. What is the introduction to the constitution called?	**Preamble**

30 points

1. Who was Martin Luther King Jr.?	**A civil rights leader**
2. What holiday was celebrated for the first time by the American colonists?	**Thanksgiving**
3. What is the name of the ship that brought the pilgrims to America?	**The Mayflower**
4. Which President freed the slaves?	**Abraham Lincoln**
5. Who helped the pilgrims in America?	**Native Americans**
6. Why did the pilgrims come to America?	**For religious freedom**
7. Where does freedom of speech come from?	**The Bill of Rights**

40 points

1. What are the 49th and 50th states of the union?	**Hawaii and Alaska**
2. Which President was the first commander in chief of the U.S. military?	**George Washington**
3. Which President is called "the father of our country?"	**George Washington**
4. What did the Emancipation Proclamation do?	**Freed many slaves**
5. Who was the main writer of the Declaration of Independence?	**Thomas Jefferson**
6. What is the basic belief of the Declaration of Independence?	**That all men are created equal**
7. What is the national anthem of the United States?	**The Star-Spangled Banner**

50 points

1. Can you name the original thirteen states? **Connecticut, New Hampshire, New York, New Jersey, Massachusetts, Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island, Maryland**

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2. Who said "Give me liberty or give me death"? **Patrick Henry**
3. Which countries were our enemies during World War II **Germany, Italy and Japan**
4. Who was the President during the civil war? **Abraham Lincoln**
5. Who wrote the Star-Spangled Banner? **Francis Scott Key**
6. When was the Declaration of Independence adopted? **July 4th, 1776**
7. Name three rights or freedoms guaranteed by the Bill of Rights.

A) The right of freedom of speech, press, religion, peaceable assembly and requesting change of government
B) The right to bear arms (the right to have weapons or own a gun, though subject to certain regulations)
C) The government may not quarter, or house, soldiers in the people's homes during peacetime without the people's consent.
D) The government may not search or take a person's property without a warrant.
E) A person may not be tried twice for the same crime and does not have to testify against him/herself
F) A person charged with a crime still has some rights, such as the right to a trial and to have a lawyer.
G) The right to trial by jury in most cases.
H) Protects people against excessive or unreasonable fines or cruel and unusual punishment
I) The people have rights other than those mentioned in the Constitution.
J) Any power not given to the Federal Government by the Constitution is a power of either the state or the people.

8. Name three rights or freedoms guaranteed by the Bill of Rights that have not already been mentioned.

Wild Card

10 points

1. What are the colors of our flag?	**Red, white, blue**
2. How many stars are there in our flag?	**50**
3. What color are the stars on our flag?	**White**
4. What do the stars on the flag mean?	**One for each state in the union**
5. How many stripes are there in the flag?	**Thirteen**
6. Can you vote?	**No, I am not a citizen.**

20 points

1. What is the capital of your state?	**St. Paul**
2. What color are the stripes on the flag?	**Red and white**
3. What do the stripes on the flag mean?	**They represent the original 13 states**
4. Who is the current governor of your state?	**Arne Carlson**
5. How many states are there in the union?	**50**
6. What river divides the U.S. into East and West?	**The Mississippi**

30 points

1. Who is head of your local government?	**(Insert local information)**
2. What immigration and naturalization service form is used to apply to become a naturalized citizen?	**N-400**
3. Which was the winning side of the Civil War?	**North**
4. Who were the people living on the Eastern sea coast before the colonists came?	**Native Americans**
5. How are state governors chosen?	**They are elected by the voters in the state**

40 points

1. Name one benefit of being a citizen of the United States.	**Obtain Federal Government jobs, travel with a U.S. passport, petition for close relatives to come to the U.S. to live.**
2. Name another benefit of being a citizen of the United States.	
3. What are the two major political parties in the U.S. today?	**Republican and Democrat**
4. When did Christopher Columbus voyage to America?	**1492**
5. The United States entered World War II when Pearl Harbor was bombed. Who bombed Pearl Harbor?	**Japan**
6. What word is used for the action of the President who refuses to approve a new law that has been passed by Congress?	**veto**

50 points

1. What kind of government does the United States have?	**Republican**
2. What is the United States Capitol?	**The place where Congress meets.**
3. Name one purpose of the United Nations?	**For countries to discuss and try to resolve world problems, to provide economic aid to many countries.**

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Wild Card

10 points

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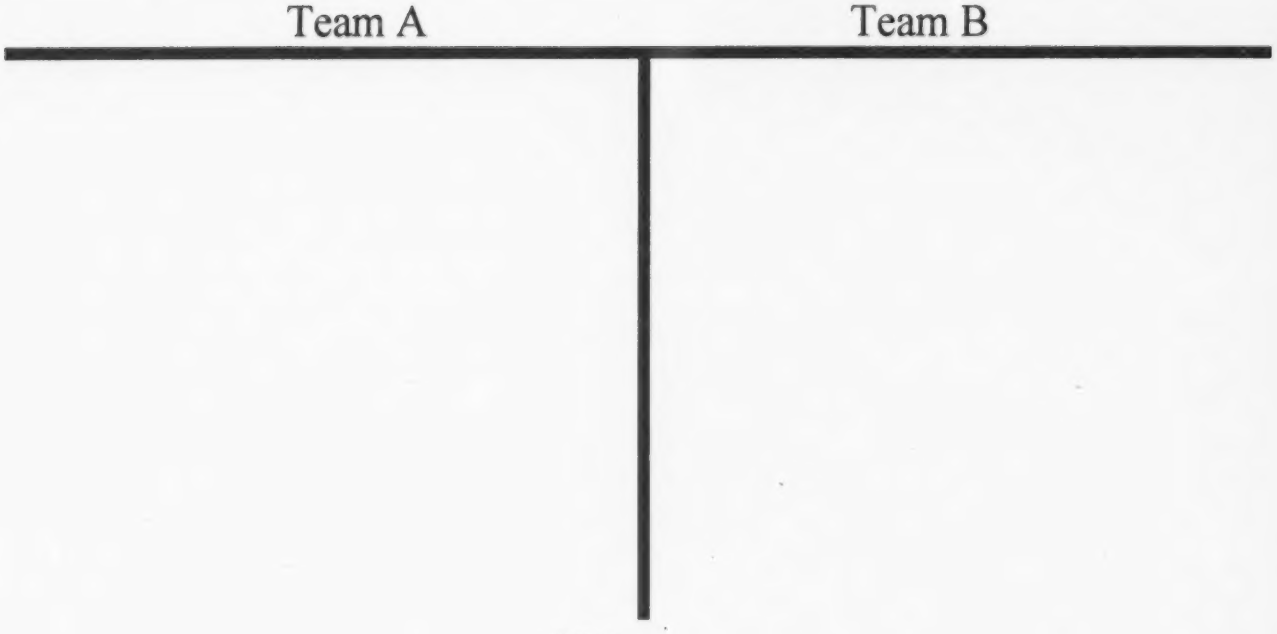
2. What is the United States Capitol?	**The place where Congress meets.**
3. Name one purpose of the United Nations?	**For countries to discuss and try to resolve world problems, to provide economic aid to many countries.**

4. The United States has been in wars with Communist forces in two countries, which are they?	**Korea, Vietnam**
5. In which year did the women in the United States win the right to vote?	**1920**
6. Can a bill that has been vetoed by the president become law?	**Yes, if it is approved by a two-thirds vote of both houses of Congress**

Jeopardy

Jeopardy



N-400 Vocabulary Match Up

Materials: a set of cards that have N-400 vocabulary and their definitions

Procedure: In pairs or in a small group, students match up the vocabulary and their definitions; each will be on different colored paper. Encourage the students to say the words and definitions as they match up the cards.

If working in a small group, give half of the participants cards of one color and the other half cards of the second color. Each participant should review their cards and then take turns reading one of their cards and the participant with the matching card reads it and the other participants either agree or disagree. This encourages the use of reading, speaking and listening skills.

Note: There are two vocabulary words that could have one of two definitions (Claimed to be a U.S. citizen = lied, False testimony = tell a lie)

Variation: Use these cards as a way to pair up your students for a different activity. Give each student a card. They need to find a match to their card and in doing so they have found a partner for your next exercise.

Use these cards to play concentration. You will want to limit the number of cards you use.

N-400 Vocabulary

Communist	=	Party that wants common ownership of production and distribution of products.
Nazi	=	Ruling party in Germany from 1933 to 1945 under Adolf Hitler.
Persecution	=	hurt someone (because of race, religion, national origin or political opinion)
Drafted	=	ask to be soldier
Selective Service	=	give name to be soldier
Deserted	=	ran away, leave with out permission
Income tax	=	I work, I pay tax
Deportation	=	INS tells you to go back to your country
Claimed to be a U.S. citizen	=	lied
Drunkard	=	drink too much alcohol
Polygamy	=	more than one husband or wife
Prostitute	=	sell your body
Helped any alien to enter the U.S.	=	smuggle
Narcotic drugs	=	cocaine, marajuana, opium
Illegal gambling	=	play cards for money and not pay taxes
False testimony	=	tell a lie
Incompetent/Mental institution	=	crazy/hospital for crazy people
Nobility	=	family is King or Queen
Committed any crime	=	break the law
Arrested	=	trouble with police
Constitution	=	Supreme law
Oath of allegiance	=	swear to help the U.S.
Bear arms	=	carry a gun
Noncombatant services	=	help the army but not fight
Work of national importance	=	help the U.S.

Failed to comply with Selective Service laws = did not give name to be soldier.

N-400 Vocabulary Match-Up

Communist Party	Deportation
Nazi Party	Claimed to be a U.S. citizen
Persecution	Drunkard
Drafted	Polygamy
Selective Service	Prostitute
Deserted	Helped any alien to enter the U.S.
Income tax	Narcotic drugs

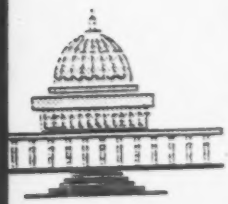
Illegal gambling	Oath of allegiance
False testimony	Bear arms
Incompetent/Mental institution	Noncombatant services
Nobility	Work of national importance
Committed any crime	Constitution
Failed to comply with Selective Service laws	

Smuggle	Cocaine, opium
Play cards for money and not pay taxes.	Swear/promise to help the U.S.
Tell a lie	Carry a gun
Crazy/hospital for crazy people	Help the army but not fight
Family is King or Queen	Work that helps the U.S.
Break the law	

Lied	Sell your body
Drink too much alcohol	Supreme law
Political party that wants common ownership of production and distribution of products.	I work, I pay taxes
Ruling political party in Germany from 1933 to 1945 under Adolf Hitler	INS tells you to go back to your country
Hurt someone (because of race, religion, national origin or political opinion.)	Ran away; leave without permission.
Ask to be soldier	More than one wife or husband
Give name to be soldier	Did not give name to be soldier.

N-400

N-400



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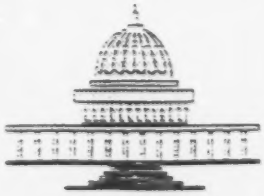

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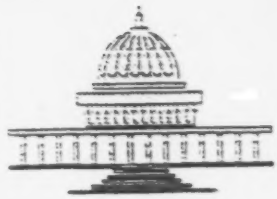

N-400

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N-400

N-400

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N-400

Citizenship Board Game

Materials:

1. Game Board
2. Game Cards
3. Die
4. Game Pieces

Directions: Depending on the size of the class, individuals or teams may be used.

1. Each player/ team needs a game piece, i.e. coin, paper clip.
2. Play can begin at either end of the board.
3. The first player/team rolls the die and moves.
4. The opposing player/team picks up a card that matches the space where the first player/team landed and asks them the question (the answers are with the questions).
5. If the first team answers correctly they roll again.
6. The first player/team to reach the end is the winner.

To Note: If play is proceeding too quickly, you may want to have the players/teams go around the board two or three times.

Variation: Instead of asking a question from a card that corresponds to the space on the board, only use the cards that deal with the information that has been covered in class. This makes the game more simple for pre-literate students and allows you to use the game sooner.

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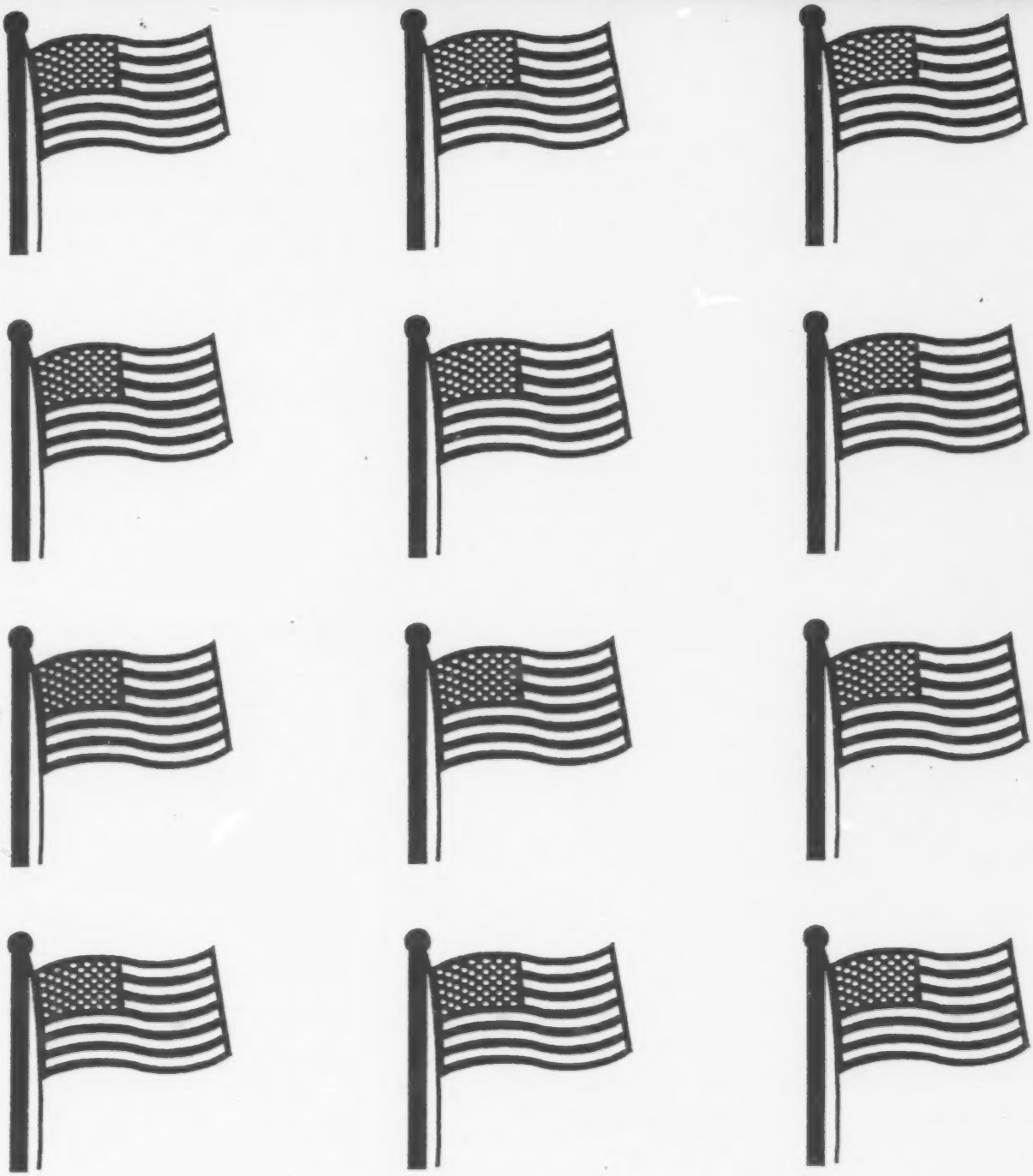
What is the basic belief of the Declaration of Independence? *All men are created equal*	Who said, "Give me liberty or give me death?" *Patrick Henry*	What is the name of the ship that brought the pilgrims to America? *Mayflower*
Which President freed the slaves? *Abraham Lincoln*	Who helped the pilgrims in America? *Native Americans*	Why did the pilgrims come to America? *Religious Freedom*
Which President is called "the father of our country"? *George Washington*	What are the 49th and 50th states of the union? *Alaska and Hawaii*	Which President was the first commander in chief? *George Washington*
What countries were our enemies during World War II? *Germany, Italy, Japan*	What did the Emancipation Proclamation do? *Freed the slaves*	Who was the main writer of the Declaration of Independence? *Thomas Jefferson*
In what month do we vote for the President? *November*	What is the national anthem of the United States? *Star-Spangled Banner*	Where does freedom of speech come from? *The Bill of Rights*



When was the Declaration of 'ependence adopted? *July 4, 1776*	Who was the President during the Civil War? *Abraham Lincoln*	When did Christopher Columbus voyage to America? *1492*
Who wrote the Star-Spangled Banner? *Francis Scott Key*	What are the colors of the flag? *Red, White, Blue*	How many stars are there in the flag? *50*
What color are the stars on the flag? *White*	What do the stars on the flag mean? *One star for each state in the Union*	How many stripes are there on the flag? *13*
What is the capital of your state? *St. Paul*	What color are the stripes on the flag? *Red and White*	What do the stripes on the flag mean? *They represent the original 13 colonies*
Who is the current governor of your state? *Arne Carlson*	How many states are there in the Union? *50*	What river divides the U.S. into East and West? *Mississippi*

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Who bombed Pearl Harbor? *Japan*	Who won the Civil War? *The North*	Who was living on the Eastern sea coast before the colonists? *Native Americans*
How are state governors chosen? *Elected by the voters in the state*	What are the two major political parties in the U.S.? *Republican and Democrat*	What INS form is used to apply to become a naturalized citizen? *N-400*
Where does Congress meet? *The capitol*	When the President refuses to sign a new bill into law it is called? *A veto*	What kind of government does the U.S. have? *Republican*
Who was the first President of the United States? *George Washington*	What year did women gain the right to vote? *1920*	How many branches are there in the government? *3*

	Define arrested. *Trouble with the police*	Define prostitute. *Sell body for money*
Define polygamy. *More than one wife or husband*	Define drunkard. *Drinks too much alcohol*	Define deportation. *INS tells you to leave the U.S.*
Define income tax. *I work so I pay tax*	Define helping an alien enter the U.S. illegally. *Bring alien into U.S. without INS knowing*	Define illegal gambling. *Playing cards at hor. for money*
Define committed a crime. *Broke the law*	Define nobility. *Family is king and queen*	Define narcotic drugs. *Illegal drugs like cocaine*
Define Selective Service. *Register to be a soldier*	Define false testimony. *A lie*	Define Communist. *Political group like Khmer Rouge, and Viet Cong*

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Define drafted. *Asked to be a soldier*	Define deserted. *Ran away*	Define work of national importance. *Help the U.S.*
Define noncombatant services. *Help the army but not fight*	Define bear arms. *Carry a gun*	Define oath of allegiance. *Swear to help the U.S.*
Define persecution. *Hurt someone*	Define Nazi. *German government that persecuted people*	Define drug trafficker. *Person who brings drugs into the U.S.*
Define incompetent. *Crazy*	What is the 4th of July? *Independence day*	Who elects Congress? *The people*

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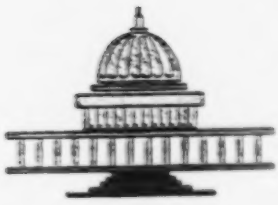
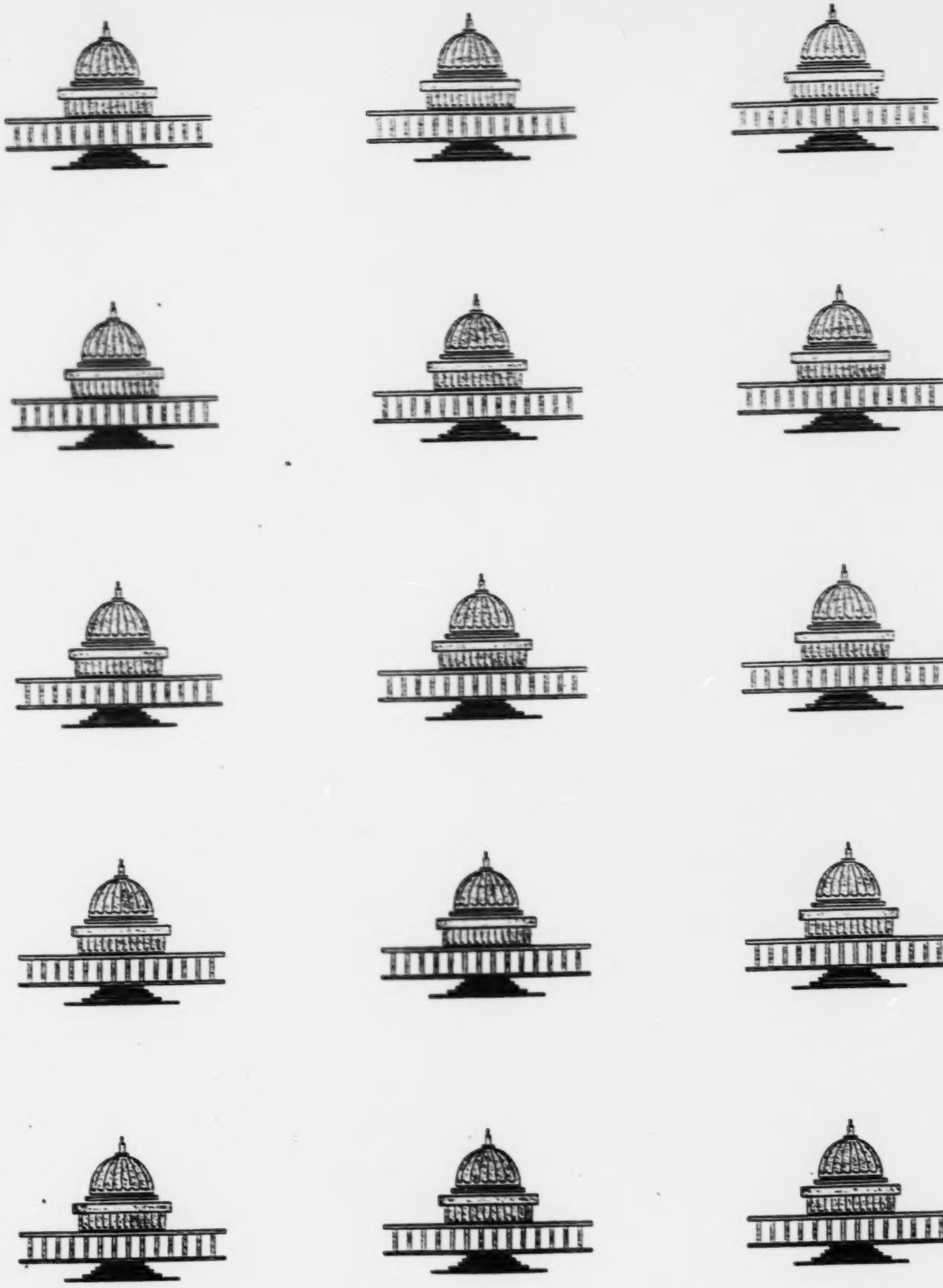
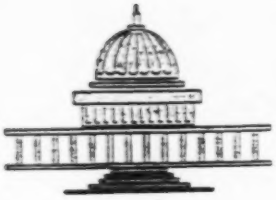
Who was Martin Luther King Jr? *A civil rights leader*	Who did the U.S. gain independence from? *England*	What is the date of Independence Day? *July 4th*
What is the Constitution? *Supreme law of the land*	Can the Constitution be changed? *Yes*	What is the supreme law of the United States? *The Constitution*
What country did we fight during the Revolutionary War? *England*	What were the 13 original states of the United States called? *Colonies*	What holiday was celebrated for the first time by the colonists? *Thanksgiving*
What do we call a change to the Constitution? *Amendment*	What is the Bill of Rights? *The first 10 amendments*	What is the introduction to the Constitution called? *Preamble*



Who signs bills into laws? *The President*	Who has the power to declare war? *The Congress*	How many times may a senator be re-elected? *No limit*
How many times may a congressman be re-elected? *No limit*	How many terms may a President serve? *2*	Who is the chief justice of the Supreme Court? *William Rehnquist*
In what month is the new President inaugurated? *January*	What is the head executive of a city government called? *Mayor*	What is the head executive of a state government called? *Governor*
Why are there 100 senators in the Senate? *Two are elected from each state*	What is the highest court in the U.S. *Supreme Court*	How long do we elect representatives? *2 years*
How long do we elect each senator? *6 years*	How many Supreme Court justices are there? *9*	Who is commander in chief of the military? *President*



What are the three branches of government? *Executive, Legislative, Judicial*	What are the duties of Congress? *To make laws*	What is Congress? *Senate and House of Representatives*
What is the judiciary branch of our government? *The Supreme Court*	What are the duties of the Supreme Court? *Interpret laws*	What is the legislative branch of our government? *Congress*
Who is the President today? *Bill Clinton*	What is the name of the President's official home? *White House*	Where is the White House located? *Washington D.C.*
How many amendments are there to the Constitution? *27*	Who selects the Supreme Court justices? *President*	Who elects the President of the United States? *Electoral college*
Who becomes President if the President should die? *Vice-President*		Who becomes President if both the President and Vice-President should die? *Speaker of the House*



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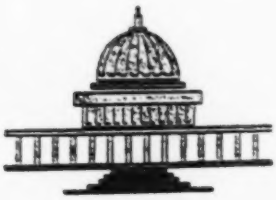
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